1-1-1973

A descriptive analysis of selected aspects of the Urban Staff Development Laboratory, Washington, D.C.

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A DESCRIPTIVE ANALYSIS OF SELECTED ASPECTS OF THE URBAN STAFF DEVELOPMENT LABORATORY, WASHINGTON, D. C.

A Dissertation Presented

By

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Submitted to the Graduate School of the University of Massachusetts in partial fulfillment of the requirements for the degree of

DOCTOR OF EDUCATION

May, 1973

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OF THE URBAN STAFF DEVELOPMENT LABORATORY,
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Dr. Arthur Eve, Chairman

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DEDICATION

This document is dedicated to the teachers and children of Washington, D. C.

Appreciation is also extended to:

Dr. Arthur Eve, Dr. Barbara Love, Dr. David Flight, and Dr. Kenneth Washington;

Annie Neal and Kathleen Davis of the Urban Staff Development Laboratory

Innovation Team members (Ralph, Ike, Donald, Olive, Pat, Star, Mary Lela, Louise, Mary, Dottie, Maxie, Marguerite, Veola, Joe, Lillian, Ted, Flora, LaVerne, Joan);

Model Cities (Jim, Patsy, Tom, Jordan, and Willie);

Friends in D. C.;

My family (Daddy, Mama, Blanche, and Maynard, Jr.);

Julianne, my daughter;

To Amherst;

The DeShields (Jim, Shirley, Dede ,Michael, and Kim);

All Ford Fellows.

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ORIENTATION AND BACKGROUND OF THE STUDY

The social consciousness of the sixties dealt with issues that have direct implications to the structure of education for the seventies. Michael Harrington's The Other America, detailed accounts of large numbers of Americans not sharing in the American Dream was instrumental in shaping social welfare programs of the sixties under the Kennedy and Johnson administrations. The Civil Rights movement has continued in its quest for equality for all. The fact that there exist large groups of Americans who were not getting an equal opportunity was borne out in two nationally commissioned studies.[1] Both studies supported each other in that so called disadvantaged children who come to school to learn were still in fact leaving the schooling process more disadvantaged than when they entered.

Partially as a result of these national studies, but more specifically in reaction to large city system reports of test results which showed that urban students were falling further behind as measured by achievement tests the longer they stayed in school, the needs of the social movement changed.

There are a number of key questions which need to be answered in relation to education of urban students. Urban students are still

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[1]Equality of Educational Opportunity and Racial Isolation in the Public Schools, U. S. Government Printing Office, Washington, D. C., (mimeographed). 1971.

scoring one or two years below norms.[2] How can this trend be reversed? Are the teachers who work with inner-city children being adequately trained? If not, can a viable success-model be created for urban settings? Furthermore, contrary to present evidence, is it possible to create learning environments, especially schools and classrooms that do make a difference in the lives of children?

The 1960 census classified 70% of the 180 million Americans as urban residents. By 1980 these figures will increase to more than 80% and 241 million residents.[3] Large numbers of children with serious educational deficiencies are concentrated in the cities. The shortage of "good" teachers able to work and help alleviate the problems of these children is still of major concern. The image of the "ghetto," the difficult conditions under which inner-city teaching takes place and the salary problems make the urban situation no easier to resolve.

The weaknesses in the inner-city child are only highlighted by inadequately prepared teachers and their attitudes. Deficiencies in background are still equated with inability to learn and the consequences are demeaning educational practices. Kenneth Clark has said "...the traditional approach to teacher preparation has not only failed to provide teachers with the necessary know-how to develop

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[2]Annie Stein, "Strategies for Failure," Harvard Educational Review, 1971.

[3]Roald F. Campbell, Lucy Ann Marx and Raphael Nystrand, Education and Urban Renaissance, John Wiley & Sons, Inc., New York, 1969, p. 2.

the individual; it has prepared them in such a way as to add to the denial of the inner-city student."[4] The student gets denied basically because the larger society has failed to acknowledge the existence of Black people and subsequently trains teachers and constructs curriculum and materials for a presumably monolithic white middle class society.[5] Such treatment of the teachers leads to restrictive, oppressive behavior which filters down to the children taught. These teachers are placid, the kind children forget or wish they could.

The process of schooling is like a social system which includes teaching, learning, classrooms, administrators, textbooks, holidays, systems of rewards and punishment, etc., where the attitudes of society are reflected in the attitudes of the teacher and students. Schools, says Haubrich, are meant for children, for their growth and for their pleasure and if additionally, this same development of children takes place between the student and the teacher, then it follows that if children fail to develop their potential, the shortcomings or errors are to be sought in the structure of the school system and not in the sortcomings of the children.[6]

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[4]Kenneth Clark, "Stimulation of Radically Disadvantaged Children," in Education in Depressed Areas, ed. by A. Harry Passow, (New York Teachers College, 1963), p. 149.

[5]Donald Smith, "Preparation of Teachers for the Central City," in Teacher Education Issues and Innovations, The American Association of Colleges for Teacher Education, Washington, D. C., 1968, p. 50.

[6]Vernon Haubrich, Teachers for Big City Schools, Teachers College Press, New York, 1970.

Education is a non-ending process. One of the basic purposes of schools is to develop students into independent learners, education which helps them to understand the process of learning while accomplishing required tasks. Many students have been screened out of education because of the traditional process used. Effective education recognizes the special needs of children and tailors its program around those needs. Teachers need to know and utilize a variety of methods and teaching patterns. Flanders found that teachers did in fact demonstrate different patterns in teaching. Teachers need a repertory of methods to use so they can better meet the needs of all children, adjusting the patterns until one or a combination is found to meet the needs of various children in a given class.[7] This demands flexibility, an awareness of a variety of patterns of instruction, and a structure with sufficient latitude to adjust to specific needs.

Research shows that teachers who have been successful with urban students are less authoritarian, less dogmatic, and less rigid than the usual norm of teachers. The teacher's positive self-concept, self-understanding, and feelings of adequacy to meet his own needs and those of his students form the basis from which he can function effectively as a teacher and must be taken into consideration in any program for teacher preparation. Teachers (Menniger, 1965) should have a special interest in self-understanding. Their behavior not only determines their success or failure, happiness or unhappiness, but

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[7]Ned Flanders, Teacher Influence: An Interaction Analysis, USOE Cooperative Research Project No. 397, Minneapolis: University of Minnesota, 1960.

more importantly, it gravely affects their students. Good teachers are not like other people. They are not even like each other; they are uniquely themselves and have learned to use themselves and resources effectively and efficiently to correlate with the purposes with which they operate.[8]

Teachers of the new urban focus must be carefully selected and trained. Curriculum, classroom management, teaching methods and human relations are the areas in which recent NEA studies stated a large number of teachers were ill prepared to deal and with major problems of violence, drugs, and the increased rate of student pregnancy. Parents and community leaders are aware of the oppressive conditions under which urban students have had to function, teachers in many instances have been removed from the experiences of children at that level. Involvement in the community along with basic self-understanding will form the base for any new program which attempts to get at the solution of and understanding of the special needs of children. The development of such programs is difficult and the cost is great.

Washington, D. C. -- Scene of Urban Reform

The Washington, D. C. School System prior to 1964 was characterized by an educational reformer as outmoded.[9] Standard operating procedures

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[8]Haubrich, ibid.

[9]George Thomas and James Jones, Innovation Teams: Operating Principles, TDR Associates, Inc. Newton, Massachusetts: USOE, 1971, p. 81.

undercut the status of the teacher, inhibited the verbal development of children, and restricted the participation of the non-middle-class adult. It was simpler for all teachers to use the same supplies, ordered at the same time due to the abundance of forms and red tape involved in the acquisition of materials. The apparent lack of flexibility that characterized the schools was seen as inhibiting learning; consequently, undesirable attitudes were being reinforced.

Systematic change with an emphasis on the eradication of organizational poverty was instituted in Washington, D. C., in the summer of 1965 in an area of the city designated the Model School Division. Three hundred plus teachers began a six-week retraining process that focussed on major cognitive areas. Consultants from various parts of the country provided teachers with skills in mathematics (Madison Project, SMSG), Social Studies (Senesh and African Culture), and ESS Science materials. Each participant also received $200 for ordering materials. These same consultants provided follow-up service to the teachers during the next school year while continuing Saturday workshop input sessions.

In the summer of 1966 the efforts of the previous summer were recycled with emphasis being given to classroom teachers who had made concerted efforts to implement projects and skills into their classrooms. Advanced training and leadership development of participants was also implemented. Teachers' skills were increased, classrooms began to look different, more innovations including

Man: A Course of Study, improvisational music and dance, a variety of reading materials and approaches, instructional television, cardboard carpentry, etc., began entering MSD classrooms.

THE WASHINGTON, D. C. INNOVATION TEAM

Historical Background

The Innovation Team, a group of helping teachers charged with in-service teacher training, follow-up assistance in the classroom, and supply procurement and delivery, was evolved in 1967 in the Model School Division, Washington, D. C. Two needs precipated their formation:

1. Since its inception in 1964, the Model School Division had introduced a number of new curricula, methods of classroom organization, and auxiliary personnel in an attempt to improve the quality of instruction as part of its commission as a model subsystem.

2. In addition, there was a short term immediate demand for continuing support at various levels of the system for teachers already trained in innovative programs.[9]

There seemed to be no structured process for the selection of team members other than the fact that teachers selected had been active in the summer workshops of 1965 and 1966. Initially, fifteen classroom teachers implemented the needs of the subsystem with five different classroom teachers being added in September of 1968.

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[9] Russell Cort, An Evaluation of the Washington, D. C., Innovation Team, Washington School of Psychiatry, 1970, p. 9.

Initial functions of the team as decided by the group were:

1. To help teachers view themselves as potential instruments for initiating change in their own behavior;

2. To help teachers improve instruction in the classroom to the level that teaching and learning were both pleasant activities;

3. To increase the power of teachers in decision-making in the school, especially in the area of curriculum;

4. To provide a coordinating function for services, resources, and school programs that would assist teachers in viewing the classroom unit as a whole;

5. To provide a channel for experts, specialists, and people from many walks of life to enter the school system at a level which affects teaching and learning.

Conditions necessary for success of the team included:

1. All classrooms had to have some opportunity for on-the-job training. As a consequence, release time was built into the program for teachers;

2. Teachers had to have the right to choose among new programs, to exercise options, and to feel that they could make choices and exercise the responsibility for the instructional programs they carried out;

3. Teachers had to have access to new curriculum materials, equipment, and supplies on an immediate and responsive basis. Therefore, the team set up its own purchasing and distribution system for special and innovative materials;

4. The authority of the team should be that derived from its own competence and ability to deliver services to teachers. It would have

no direct administrative, evaluative, or supervisory role. Consequently, team members retained their classification as teachers and worked with a teacher only when she exercised the initiative in requesting help.

The team, while providing service to the subsystem, made provisions for its own growth and cohesive and effective existence. Trainers in group process from the National Training Laboratory and Education Development Center and various cognitions met and worked with the group on a continuous basis, usually on Friday, to teach and help the group actualize its goals. As the group moved and grew, the need for some of the outside help diminished because team members had, in fact, become trainers/facilitators and cognitions themselves.

Operational Format

The team decided that it would function in the fourteen schools, not as individuals, but as sub-teams. Each sub-team, composed of three members with a different subject matter specialist, was responsible for three bulldings. The basic notion being that such a design would not only increase the variety of skills and personalities available to each building, but team members could provide support to one another in a working situation.

Team members introduced themselves to the principals and other staff of the schools in which they were to work; however, the group was not accountable to these principals (accountable only to each other and

the assistant superintendent at that time). This independent relationship was important and always continued, although later more direct involvement occurred as principals became initiators of change.

Workshops

Teachers were initially provided with release time during the school day for staff development. Substitutes who had been trained by the team covered classrooms while teachers came to the center or worked somewhere in or near their buildings. Needs assessed during the summer and/or at the beginning of the school year provided team members with the kinds of workshops teachers needed and wanted. Special interests of team members or other system people were also included. For instance, onemember had been a dietician and she conducted "Soul Food" workshops with teachers and students in a junior high school in the MSD. Each teacher had an opportunity to select five-to-seven all day workshops per semester. After-school courses conducted through District of Columbia Teachers College and Catholic University by team members also gave teachers added learning experiences.

Workshops conducted by one or two team members usually concluded with the distribution of materials related to the workshop that teachers could take back to their classrooms. For instance, if a teacher had come to the center to learn ways to use cuisenaire rods with her students, she received a classroom quantity of rods at the

end of the session. Follow-up was also planned for at this time to allow for observation, feedback, and further input.

Many opportunities for developing curriculum also grew out of workshop sessions. Social Science and Reading workshops evolved publications such as Cardozo Raps, Raps, Names You Hear in Cardozo, Tell It Like It Is (developed shortly after the death of Martin Luther King), Inching on Up, The Way It Was, and The Way It Ought To Be (a guide for teachers interested in Black Studies).

Innovation Team Support

Needless to say the team could never have survived had it not been for people at every level of the Washington School System who provided support and reinforcement for the many efforts that were undertaken by the team. Support was received from personnel in central administration, teachers, parents, and children (they enjoyed coming to participate in teacher workshops).

Effects of the Innovation Team on the D. C. School System

An evaluation report which sought to describe the effects of the Innovation Team on the Model School Division as a staff development component, as a classroom support unit, and as an outside-inside agent for trying to effect system change, rendered the following findings:

Staff Development. Staff development was aimed at improving instructional methods and procedures, classroom organization and management, general professional growth and competencies, and

promoting attitude change (e.g., emphasis on activity and discovery-oriented approaches to learning; maximum use of children as resources; sensitivity and responsiveness to the needs of children).

Nearly 60% of the teachers responding to the questionnaire indicated that the Innovation Team had contributed more to their effectiveness as teachers than any other source or program this year. The great majority of written comments about the Innovation Team and the various programs and activities were highly favorable. Evidence of materials and of the application of concepts supported by the Innovation Team was abundantly apparent in the schools and classrooms. The response of teachers and children to curricula provided by the team following the 1968 riots was extraordinary.

Workshops supported staff develomment in all subject matter areas as well as other areas, including human relations. Staff development was pursued by demonstration teaching in individual classrooms, by providing advice and suggestions, and by fostering support or helping resolve conflicts between administrative and support personnel.

The study concluded that with respect to staff development as depicted above, the Innovation Team was effective in 1) enlisting the interest and involvement of many teachers; 2) stimulating many teachers to consider alternative strategies for teaching and instruction; 3) providing teachers with methodological tools (both skills and materials); 4) changing attitudes for the improvement of general instruction and the learning climate.

Overall attendance at workshops increased because the Innovation Team made repeated efforts to tailor workshops to the expressed interests and needs of the teachers. Also, there was evidence that many teachers had been trying out, as well as developing, new ideas and materials and that they attributed many of these ideas and opportunities to the Innovation Team.

The single most concentrated staff development program of the Innovation Team was the Summer Reading Institute of 1968. Responses of teachers who participated differ significantly from those of primary grade K-3 teachers who did not. Teachers who were in the SRI clearly indicated a higher frequency of usage of both ideas and materials than teachers who were not.

Classroom Support. Classroom support is the direct corollary of staff development. Methods of support included: 1) providing supplies and materials; 2) assisting with the implementation of instruction including use of materials; 3) assisting in dealing with problems of classroom management, curriculum planning, or problems of behavior, etc.; 4) providing models of performance or behavior; 5) making special personnel resources available as needed; 6) enlisting support for the development and maintenance of instructional effort; 7) tutoring; 8) fixing or setting up equipment; 9) providing curricular or instructional guidelines as appropriate; and, 10) assisting with the mechanics of completing projects of instructional production (e.g., producing and distributing books of children's poems, stories and drawings).

The supply function performed by the Team worked extremely well in the sense that a larger variety of materials were made available to teachers very rapidly.

The team invested increasing amounts of time and effort in planning and developing more global activities in and out of the Model School Division. This inevitably reduced the time available to work in the schools. Consequently, the overall quality and effectiveness of classroom support suffered somewhat.

From the principal's point of view, the issue was partly one of service to the teaching staff and partly one of the role, authority, and responsibilities of the principal. These dimensions varied from principal to principal. Some would have felt more comfortable if they had control over and responsibility for the team member; others were less concerned with that, but felt the need for more information about operations affecting their building and the organizations for which they saw themselves accountable.

The evaluation team's opinion was that the Innovation Team project could not have survived had team members been stationed in the buildings they served. They thought it was far better not to have the team so assigned given the nature of the operation.

Principals needed to be able to accept involvement and coordination gracefully and with respect, just as team members needed to be able to offer it in a similar manner. Principals as well as others in the MSD schools raised the question of qualifications of team members to provide adequate support to teachers for improving instruction and classroom

management. Collectively and individually, team members had many skills and capabilities. They also had command of substantial outside resources, including those of the Education Development Center.

Team members probably had greater opportunities to observe instructional problems openly and directly than most other groups in the school system, including the principals, because of the nature and character of the Innovation Team operations. There were innumerable instances in which team members arranged to get the appropriate resources, material and human, to teachers as needed. The team had made much use of outside consultants and specialists and did much information gathering from other school systems. One of the objectives of the Innovation Team was to promote an atmosphere in which teachers could and would seek information and help when they needed or wanted it.

Coordination. Stated objectives of the team always included in various forms a coordinating function of programs, resources, and personnel which would benefit the teacher. Of all the functions examined and observed, this function was the most poorly executed and least effective. Team members indicated that there was still a great need for better coordinating efforts, resources, and programs in the schools. The critical issue was to what extent could an operation effect coordination, given the nature and organization of the system. It had no policy-making authority over schools and personnel. It had no responsibility for the deployment and activities of personnel outside itself.

The team had undertaken many coordinative activities. These included: 1) meeting with parent groups to explain educational goals of MSD schools; 2) arranging for specialists and consultants to meet with teachers; 3) obtaining expert assistance for teachers having problems with individual children; 4) mediating between teachers and principals; 5) arranging for museum exhibits pertinent to the studies of certain classes; 6) providing information and feedback to administrators, members of the Board of Education and others; and 7) facilitating cooperative and team efforts in the schools.

The shift in emphasis of team objectives and focus of activities had been toward system properties and organizations. The character and form of coordination possible at this level are complex and worth more examination in terms of amount and quality of effort.

The team viewed evaluation as an integral and continuous part of its functioning. Data and findings were used to plan and/or recycle future processes. In the area of staff development a higher priority was placed upon summer workshops. The participants seemed to cradle the goals and priorities of the team. Utilization of summer participants leads provided more learning-teaching alternatives. Classroom support, the backbone of the team's operation was justified by the evaluation and the services sustained. An unwritten code of the group was that we could only bring about change after the basic needs of a group or person had been met.

Because the team seemed least effective in the area of coordination the following steps were taken: 1) individual building workshops were

were instituted; 2) classroom teachers were used as workshop leaders; 3) communication laboratories were implemented in schools; and, 4) more cooperative efforts to buildings by team and departments were established.

The system changing thrust that dealt with individual teacher capabilities and behavior was moderately effective. The system changing thrust bearing on openness and supportiveness were less effective as that area was more difficult to effect. At the same time, it was felt that continuous operationalization of objectives and improving performance at the school level would eventually force change.

As a result of the evaluative feedback, and the status of the school system by 1970, the team was actively involved in more system oriented concerns and was providing services in other parts of the city rather than just in the Model School Division alone. For instance: 1) Reading Mobilization teams with teachers as leaders under team supervision were functioning in the MSD; 2) a group of team members had begun to disseminate information and conduct workshops and demonstrations in schools west of Rock Creek Park (an area of Washington where schools that had been predominantly all white had begun to bus children from predominantly black schools); 3) other team members were providing supportive services to teachers in the Anacostia area (the southeast area of Washington, D. C.); 4) some team members were providing assistance to the new superintendent of schools; and, 5) department heads, supervisors, administrators,

principals from various parts of the city were getting together to talk with MSD principals as leaders.

Consequence of the New Focus to Washington Classrooms

Implementation of newer practices in the MSD changed existing practices within the classrooms. Teachers were seen as facilitator/managers in atmospheres of structured freedom. Commercial and home-made teaching aides with alternatives became a part of the room. Students engaged in activities of their choice and could be found working in large and small groups all over the room. There were also many books (made by and written by children), games that focussed on blacks (past and present), and a variety of other cultural artifacts were present. Parents and para-professionals might be seen with children on the playground involved in estimating, measuring, and scaling. Gerbils, plants and a typewriter for recording children's activities were used. The room did not always look arranged and sometimes new "hot" items disappeared, but working noise, unity, and successes were on-going aspects of the room.

Students of the teacher have a value system that is broad based. They learned needed skills so that they might function not only in their own environment, but in a variety of environments. As a result, they were able to communicate with a variety of people and enjoyed communicating.

Parents were also an active influence in the school, and sometimes it was difficult to separate parents from the teachers. Vital functions from monitoring the halls to actual teaching were performed by parents

as well as aides. Parents go together often with teachers and other staff to plan both proactive and reactive learning and teaching thrusts.

Workshops, conferences, and intervisitations were prerequisites to the teachers' success. New and older teachers were aware of the teachers' expertise and provisions were made for sharing this expertise with peers during lunch, classroom demonstrations, and after school.

Outside Support

The University of Massachusetts also became a part of the team's process in 1970. Not only did team members receive M.Ed. degrees after a year and a half of course work, but opportunity for further self-renewal and skill refinement was offered. The off-site Master's Degree Program was performance based, one in which the techniques and strategies acquired were implemented into the team's regular operation.

Differentiated staffing, micro-teaching, clinical supervision, educational decision-making, leadership development modules, organization development, etc., were just a few concepts and training patterns utilized. Humanistic Education also provided the team with valuable inputs. Opportunity for a re-examination of what the team was doing in a different way and with different experts provided a rich opportunity for rethinking the process and refining directions and decisions about methods to utilize with a variety of groups and individuals.

It seemed natural that as we had utilized a productive model for teacher training, that it should be shared and implemented at the higher education level, and at the same time, it was appropriate to provide an opportunity for other teachers in the system to re-examine their own skills and broaden and enrich their effectiveness while acquiring degrees to qualify them for leadership positions in the schools.

THE URBAN STAFF DEVELOPMENT LABORATORY

Project Conceptualization

University of Massachusetts resources, Model Cities personnel, and members of the Innovation Team were the chief initiators of the Urban Staff Development Laboratory. Dr. Oscar Mims made recommendations in his doctoral dissertation that 1) called for further investigation into the validity and reliability of the operational definition of a comprehensive urban educational plan, and 2) that efforts be made to increase significantly the utilization of university and college resources within the Model Cities program.[10]

Dr. Mims' recommendations were based in part on the 1966 Congressional report which stated that improving the quality of urban life is the most critical domestic problem facing the United States.

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[10]Oscar Mims, "A Case Study of the Federal Response to the Education Component in the Model Cities Program," unpublished Ed.D. dissertation, The University of Massachusetts, 1971.

The persistence of widespread urban slums and blight, the concentration of persons of low income in older urban areas and the unmet needs for additional housing and community facilities as well as services arising from rapid expansion of our urban population have resulted in a marked deterioration in the quality of the environment and the lives of numbers of our people, while the nation as a whole prospers.[11] Both the recommendations of Dr. Mims and the plight of the Model Cities area under consideration formed the base upon which the Urban Staff Development Laboratory was established. Universities and colleges are potential Model Cities resources which appear to be underutilized. Dr. Mims stated that "Up to this point, there had been minimal university involvement in the Model City area, and that had been spread over a limited number of predominantly white universities and colleges.[12]

The consortium of designers was expanded to include local university expertise from Fededal City College and the District of Columbia Teachers College, respresentatives from parent groups in the Model Cities area, and the Washington Teachers Union. The project was funded by Model Cities and became operational during the three month period between November, 1970, and January, 1971.

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[11] U. S. Department of Housing and Urban Development, Improving the Quality of Urban Life: A Program Guide to Model Neighborhoods in Demonstration Cities, (December, 1967). Appendix A.

[12] Oscar Mims, "A Case Study of the Federal Response to the Education Component in the Model Cities Program," unpublished Ed.D. dissertation, The University of Massachusetts, 1971.

The consortium monitored the initial negotiations and operations of the Urban Staff Development Laboratory and as the Lab progressed, the consortium became the Advisory Board which subsequently met periodically to perform the following functions:

1. To serve as a liaison between the cooperating entities and the community;

2. To serve as an "outreach arm" to collect and disseminate ideas and information that would help the program focus clearly on the problems of the total community, especially the Model Cities area;

3. To serve as a coordinator of the Urban Staff Development Laboratory with other Model Cities programs in order to achieve maximum coverage and effectiveness.

Identification of Support System for the Project Director

The staff was selected utilizing the Model Cities guidelines for employment. Consequently, two secretaries and an administrative assistant were hired who lived within the Model Cities boundaries. The training staff was selected by Federal City and D. C. Teachers College. Two full-time and three part-time professors including one part-time faculty member from the University of Maryland who specialized in mathematics came aboard.

The Innovation Team members played a major role in the initial operationalization of the Lab since teacher training was one of its major thrusts. This investigator was assigned to the Lab as a liaison and resource. As needs for other resources arose, Innovation Team members possessing the needed skills were used as consultants.

Project Evaluation

Evaluation also was viewed as an integral part of the effective operationalization of the Lab and was accomplished by the UMass Ad Hoc evaluation team which included Dr. Arthur Eve, Dr. Leon Jones, Kathleen Davis, Dr. Joseph Brunner, Donald Greene, and Jacqueline Robertson. Instruments were designed, administered and interpreted by the team that provided the staff with data needed for a continuous formative as well as summative evaluation of the degree to which the project objectives were being achieved.

Statements of the Problem

The major objective of this study is to describe and analyze selected aspects of the Urban Staff Development Laboratory in Washington, D. C.

Specific purposes of the study are as follows:

1. Through a field testing approach, to have 49 teachers and seven staff members respond to what they expected from the Urban Staff Development Program.

2. Through the use of a written questionnaire, the investigator will determine teacher and staff attitudes towards their experiences with the Lab.

3. Through an analysis of data obtained from the administration of Walberg's "My Class Inventory", the investigator will make assessments of the program through establishing relationships between climate in the classroom and achievement.

4. Through the analysis and synthesis of the data collected to establish and develop conclusions and recommendations as to the effectiveness of the existing goals/objectives and the suitability of the existing design to the further development of the Urban Staff Development Laboratory.

5. To make selected recommendations to Urban Teacher Training Programs.

Design of the Study

The study is exploratory in nature in that the investigator will 1) set forth an analysis of the project based on the perceptions of teachers and staff to the project objectives. The overall objectives were comprehensive and required specific delineation from an operational point of view. Redefinition was based on the following elements: a) societal needs; b) recognition of a field component (i.e., the concept of the Instructional Service Unit required a focus on participants to serve as resource teachers working with teachers, pupils and the community; c) learner's needs (assessment within this area was based upon an indepth survey of teachers' needs as well as needs expressed during the participant orientation sessions conducted at the beginning of the program; and, d) professional input (e.g., information from instructors regarding the focus and content of the program).

2) In addition, the investigator will define accomplishments and satisfaction of objectives based on an analysis of faculty and student responses to an Interim and Post-Assessment instrument. The faculty and student questionnaires were designed to evaluate the views regarding

the extent to which the focus, content, and intent of the overall program correlated with the specific objectives established.

The faculty questionnaire consisted of twenty statements regarding the program and its curricula. Since the primary purpose of the questionnaire was to provide an instrument for evaluating the degree to which the program was accomplishing its objectives, each item was designed to measure specific objectives as follows:

Items 1-6----------designed to measure objective 1

Items 7-8----------designed to measure objective 2

Items 9-13---------designed to measure objective 3

Items 14-15--------designed to measure objective 4

Item 16------------designed to measure objective 5

Item 17------------designed to measure objective 6

Item 18------------designed to measure objective 7

Items 19-20--------designed to measure objective 8

The student questionnaire was designed to measure the same areas as that of faculty questionnaire regarding the extent to which the focus and intent of the overall program correlated with the objectives of the Staff Development Laboratory. Students were instructed to respond to each item as it applied to them and the frequency of their behavior.

The student questionnaire consisted of twenty-eight items and employed the five response categories utilized with the faculty. The following items were designed to provide a measure of the stated objectives:

Items 1-3----------designed to measure objective 1

Items 4-8----------designed to measure objective 2

Items 9-19---------designed to measure objective 3

Items 20-21--------designed to measure objective 4

Item 22------------designed to measure objective 5

Item 23------------designed to measure objective 6

Item 24------------designed to measure objective 7

Items 25-28--------designed to measure objective 8

For instance, objective one was: To increase the interpersonal awareness needed for dealing effectively with children and adults in the Model Cities Area. The aim of this objective was to provide teachers with human relation skills which would enable them to focus on their roles and actions, and how they affect children as learners. Items on the assessment instrument which related to this objective for candidates included:

1. possess increased interpersonal awareness needed for dealing with children in the urban area.

2. possess increased interpersonal awareness needed for dealing with adults in the urban area.

3. possess improved human relation skills needed for focus on my role and actions as a teacher and how I affect children as learners.

4. demonstrate the skill to organize classrooms for individual learning.

5. apply theories of learning as they apply to classroom instruction.

6. apply theories of child development as they apply to classroom instruction.

Items on the instrument administered to the training staff which applied to that same objective included:

1. provide a curricula aimed at increasing the interpersonal awareness needed for dealing effectively with children in the urban area.

2. provide a curricula aimed at increasing the interpersonal awareness needed for dealing effectively with adults in the urban area.

3. use interaction process of small group operation to enhance human relations skills.[13]

Each population was asked to respond in terms of the five categories Almost Always, Generally, Frequently, Sometimes, or Rarely.

The questionnaires were administered twice during the first phase of the project during April, 1971 (Interim Assessment) and September, 1972 (Post-Assessment). For clarity of presentation, the results of both questionnaires are discussed under eight headings which correspond to the eight program objectives. Within each area the discussion is organized into three parts. Statement of the problem, a graphic presentation, and findings and observations. The findings and observations were based on views of the investigator, project director, and her administrative assistant.

3. In addition to analyzing the data obtained through these forced choice data collection approaches, open ended questions included on each questionnaire will be categorized and discussed by the investigator.

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[13]See Appendix B for instruments administered to both staff and trainees.

4. Finally, responses from Walberg's "My Class Inventory" will be compared with achievement scores in the area of Math and Reading.

Since a combination of data gathering methods were used the data will be presented in the form encountered by the investigator (narratice, tabular, graphic form, etc.). Wherever quantitative analysis of data was made, the writer utilized approaches such as math means, percentages, and analyses of variance. Subjective statements made by the staff and teacher-trainees were categorized and used extensively. The conclusions and recommendations drew on the combination of subjective and quantitative data and responses from the major decision maker.

The nature of the bulk of the data (subjective responses) made it necessary to proceed with caution so as not to draw conclusions not warranted by the data.

Assumptions in the Study

1. That the respondents would react candidly and honestly to questions concerning the strengths, weaknesses, and general view of the Urban Staff Development Laboratory.

2. While working as a subordinate or superordinate in a project, the evaluator would gain adequate information to objectively analyze and interpret data concerning the project objectives.

3. That the decision-maker functions as an integral part of the evaluation process.

4. Project designed instruments would give the information needed to analyze completely the strengths, weaknesses, and general value of the Urban Staff Development Laboratory.

Limitations

1. The behaviors and components of teachers and staff which have been selected for analysis are those which having been identified by staff members as necessary for a successful Urban Staff Development Lab Graduate Program but are not considered the only components and behaviors that existed within the Lab. Other data may be needed.

2. The complexity of the project will not yield enough information to assess or evaluate all of the program goals/objectives.

3. There exists no "best" model for training teachers, and this study is intended primarily as a description of one model, the Urban Staff Development Laboratory.

Study Population

The assessment instrument was administered to the 49 candidates and five staff members of the Urban Staff Development Laboratory. The candidates were selected from the Model Cities area of Washington, D. C. Elementary and secondary school teachers represented the following schools:

Cluster I: Cleveland, Garrison, Harrison, Grimke, Garnet Patterson

Cluster II: Montgomery, Morse, Perry, Simmons, Bundy, Seaton, Shaw

Cluster III: J. F. Cook, Slater, Langston, Walker Jones, Terrell

Cluster IV: Crummel, Hamilton, Wheatly, Webb

Cluster V: Blair-Ludlow-Taylor, Logan, Goding, Wilson, Madison, Stuart

Other assessment instruments including "My Class Inventory," the California Achievement Test, and the Comprehensive Test of Basic Skills were administered to children in the Urban Staff Development Laboratory classrooms.

Definition of Terms

The following terms are defined as they will be used in the study.

Social Action Program - a general label used to represent the set of all funded programs having the specific aim of bringing about a social change within our society.

Urban - pertaining to any inner-city, U.S.A., characterized by high crime, low income, poor housing, and dense population.

Staff Development - label used to include any and all services, human and material, required or requested to increase and augment the abilities and skills of clients, whether they be teachers' aides, children, program directors, secretaries, instructional staff, teacher trainees, parents, or other administrators or evaluators.

Consortium - a group composed of representatives of various organizations who come together for some common purpose. In this

instance, the goal is to provide in-service training to 49 teachers from Model Cities Schools, with the ultimate goal being a Master's degree for each of the teacher trainees. Consortium members include representation from 1) Washington, D. C., Innovation Team, 2) Model Cities Program, 3) D. C. Teachers College, 4) Federal City College, 5) Washington Teachers Union, 6) University of Massachusetts, and, 7) parents from the Model Cities neighborhood.

Selection Process - method used for clearly identifying prospective candidates based on some pre-established criteria; a way of judging who has been selected.

Innovation - a label implying a difference from the usual or traditional. Also denotes creative activities having no set pattern, unstructured or whimsical.

Cognitive Domain - those objectives which deal with the recall or recognition of knowledge and the development of intellectual abilities and skills. This area is most central to the work of much current test development. Definitions of objectives phrased as descriptions of student behavior are stated more clearly in this domain.

Affective Domain - this area includes those objectives which describe changes in interests, attitudes, and values, and the development of appreciations and adequate treatment. It is difficult to describe clearly the behaviors appropriate to these objectives, since the internal or covert feelings and emotions are as significant for this domain as are the overt behavioral manifestations.

Psychomotor Domain - this is considered the manipulative or motor skill areas.

Laboratory - a setting in which methods are tried, evaluated, and possibly retried. The laboratory environment implies use of alternative patterns, feedback systems, selection from among alternatives, and individual and/or group connectedness.

Evaluation Methodology - the domain from which comes the methods for matching the process of education with the product of projects and enterprises.

Model School Division - a semi-autonomous sub-system of the D. C. Public Schools. It is composed of five pre-school centers, 14 elementary schools, four junior high schools, and Cardozo High School.

Model Cities Area - an area of Washington, D. C., so designated because of high crime rate, poor housing, inadequate human and material resources for its residents, and a widespread use of drugs. The area will be discussed in Chapter 2.

Significance of the Study

Education is still the most sought after commodity in American life. Parents want their children to receive the best education this country has to offer. Unfortunately, many teachers have been inadequately prepared to provide students with productive schooling experiences. This is still true even for urban settings.

The Urban Staff Development Laboratory was designed to provide service to teachers in the poorest section of our nation's Capitol. It is hoped that the benefits of the program to the teachers, children, and community may be useful to people interested not only in upgrading teacher performance, but also to educators concerned about improving the quality of urban life.

Organization of the Dissertation

Chapter I will set forth the statement of the problem, design, assumptions, and limitations related to the study. The history and problems of the Model Cities area concerned will be set forth in Chapter II. Chapter III will include not only the characteristics of the participants of the Urban Staff Development Laboratory, but an assessment of their needs in relation to the program. A comparative analysis of program objectives will be accomplished in Chapter IV. Chapter V will contain the results of achievement and classroom climate instruments administered to four SDL students, and Chapter VI will set forth summary, conslusions, and recommendations based on the study.

CHAPTER TWO

HISTORICAL BACKGROUND AND PROBLEMS OF THE WASHINGTON, D. C., MODEL CITIES AREA

CHAPTER II

HISTORICAL BACKGROUND AND PROBLEMS OF THE WASHINGTON, D. C., MODEL CITIES AREA

The Model Neighborhood, focal point of the Washington, D. C., Model Cities Program, is a crescent-shaped area lying just to the north of the District's main downtown commercial and federal centers. The area is composed of individual neighborhoods developed after the Civil War and are among the oldest urbanized areas of Washington, D. C. Events in the District and country as a whole have created a concentration of oppressive economic and social conditions in this area.

The MN is bound on the north by Florida Avenue, the original northern limit of the city in L'Enfant's plan and by New York Avenue, a major street which connects downtown Washington to the Northeast. The principal southern boundary is Massachusetts Avenue, traditionally a central artery of the city's residential development. The crescent bends in the middle at Union Station, and is bounded on the east and west by Bladensburg Road and 16th Street, respectively.

Major identifiable neighborhoods include the Shaw, Stanton Park, Trinidad, Ivy City communities, the Northwest One and Northeast One Urban Renewal areas. Landmarks include Howard University, Union Station, U. S. Main Post Office, Galludet College (largest institution in the world for deaf mutes). The Capitol is also just a few blocks away.

Individual Neighborhoods

Shaw

The Shaw area is the largest of the Model Cities communities. It takes its name from Shaw Junior High School, 7th and Rhode Island Avenue, N. W., which was named for Colonel Robert Gould Shaw, a Black regiment leader in the Civil War. Poor as well as richer blacks moved in the area after the war and the area was considered a focal point for the activities of elite blacks due to the presence of Howard University and Dunbar High School, both major educational institutions. Businessmen found this area desireable.

Prior to 1940 the area was basically integrated with whites and blacks living side by side. As more blacks moved in whites moved out. Between 50% and 75% of the area became non-white and homeowners had sold out. Investors subsequently subdivided once single family dwellings into multiple family units. Decay, overcrowding, and lack of maintenance soon became apparent. A number of older blacks still remained.

In May, 1966, the National Capitol Planning Commission and the D. C. Government established the Shaw Urban Renewal Area to obtain federal financial assistance to renew and rehabilitate this community.

Northwest One

This urban renewal area had displayed signs of decline since the early 1950's. A 1957 survey found 14% of the housing to be overcrowded.

Fifty-three percent of the homes were vacant; 77% lacked sinks, 47% lacked adequate toilets; 14% of the dwellings shared toilets and baths; 17% had inadequate electricity; 17% lacked two exits; 8% of the structures were an average of 65 years old. Eighty-four percent of the people in the area were non-white and 16% were white. Of the 20,000 inhabitants only 40% earned more than $250 per month and only 10% earned more than $4,000 per year.

Northeast One

The Northeast One Urban Renewal Area, a light industrial and commercial center bounded by North Capitol Street and the Union Station railroad tracks, originally shared many of the characteristics of the Northwest One area across the street from it. Plans for both areas had been developed in approximately their present form in 1963.

The NE One plan involved acquisition and removal of nearly all the residential sections of the area, relocation of their residents, and redevelopment of the entire section as an area designed to capitalize on its location near the railroad freight tracks, the Post Office, the Government Printing Office and major roads.

The area is the site of employment opportunities for a number of Model Neighborhood residents at present and can be expected to provide more in the future.

Stanton Park

This area near the U. S. Capitol was named for Lincoln's Secretary of War, Elvin McMasters Stanton. The majority of the inhabitants were originally white.

This middle class area of the 1940's had good transportation in all directions, adequate parks, and educational facilities. With the construction of apartment houses to replace old structures the area by 1970 had been transformed into a low-middle income, mostly black, dwelling area.

Trinidad

Most of Trinidad's homes were built in the 1920's and 30's when the area was 85% white. In the following years as whites moved out, blue collar and clerical black workers moved in. In 1960, fewer than half of its 13,000 residents earned more than $5,000 a year. In 1967, only 25% of the homes were occupied by their owners.

The District Government, in 1968, launched the city's first new type of federally assisted neighborhood "self-renewal" project in the 40 black trinidad area. It was a three-year code enforcement program using two-thirds federal funds and one-third District funds and services. Federal low interest rate loans and grants were made available to homeowners in the area bound by West Virginia and Florida Avenue, Mt. Olivet and Bladensburg Road, N. E.

Ivy City

The Ivy City area, a small mixed residential and light industrial area in the northeast tip of the MN, was originally the site of a race track and fair grounds which opened in 1878 and could be reached at first only by the Baltimore and Ohio railroad. Its charcater is still influenced somewhat by its location near the tracks and a highway artery of New York Avenue. The industrial and warehousing facilities adjacent to the tracks and road provide some employment opportunities for MN residents.

TABLE 1

Model Neighborhood Population by Age and Sex, 1970[14]

AGE	MALE		FEMALE		TOTAL	
	No.	%	No.	%	No.	%
Under 5	3,085	8.1	3,062	7.5	6,147	7.8
5 - 9	3,391	8.9	3,458	8.4	6,849	8.7
10 - 14	3,793	10.0	3,815	9.3	7,608	9.6
15 - 19	3,494	9.2	3,741	9.1	7,235	9.1
20 - 24	3,266	8.6	3,698	9.0	6,964	8.8
25 - 44	9,298	24.5	9,447	23.0	18,745	23.7
45 - 54	4,469	11.8	4,861	11.8	9,330	11.8
55 and over	7,221	19.0	9,027	22.0	16,248	20.5
TOTAL	38,017	100.0	41,109	100.0	79,126	100.0

The Model Neighborhood area consists of sixty percent adults, forty percent children, with the greatest number, both male and female, falling within the 25-44 and 55 and over categories.

[14] U. S. Census Bureau, 1970.

General History of the Model City Area

While a variety of factors have influenced the character of each model neighborhood, the basic condition of poverty prevails throughout all the neighborhoods. This condition lies in historical developments, both local and national.

Blacks have been migrating to Washington from parts of the South, specifically Virginia and Carolinas since before the Civil War. The area has consequently become a mecca for black citizens. Freed slaves began flooding the area around 1860. They encountered tremendous social problems according to a report made to the Senate by General G. O. Howard of the Freedman's Bureau; many of the refugees were crowded into filthy, floorless hovels unfit for human habitation, for which they were forced to pay exorbitant rents. Others who came had been prosperous leaders who were fleeing the re-establishment of white supremacy.

The Great Depression of 1930 with its depressed state of Southern agriculture increased farm mechanization, alleged increase in job opportunities in the North, and discrimination in jobs in the South all combined to lure many blacks into Northern cities. A rigid pattern of racism prevailed in employment, business opportunities, housing and other spheres of economic and social life. Many of the oppressive arrangements were in most instances supported by the federal government.

The 1930 Public Works project which created construction jobs was also not of great benefit to black workers. Blacks, because of

its provisions, could receive only a minimum percentage of the skilled payroll. The New Deal's policy of protecting workers' right to organize didn't benefit blacks, they were organized. A threat of a black march on Washington prompted President Roosevelt to issue an Executive Order on non-discrimination in employment and establish a Fair Employment Policies Committee in 1941. The FEPC ceased functioning in 1946 and with it ceased the organized federal employment activities. They were reinstated in 1960, but MN employment conditions indicate black workers are still being victimized by racism. Opportunity not only to earn an adequate living by working for other people, but opportunities for establishing businesses of their own were denied. Lack of capital and previous business experience were overt reasons. Practices of banks made it difficult for migrants to get needed monies; banks were and are regulated in intimate detail by federal agencies.

Acquisition of decent housing also restricted equal opportunity for blacks. Federal policies played an even more active role in the area of housing than in employment and business development. Before the U. S. Supreme Court ruled in 1948 that racially restrictive covenants were unenforceable, the FHA and other agenices such as the Federal Home Loan Bank Board openly favored segregated housing. Downtown areas such as the MN were red-lined as places where no home mortgages would be insured, while thousands of mortgages on new houses and apartments were being insured in white, suburban areas of the Washington metropolis. Incoming black citizens were forced to settle in large concentrations of older, investor-owned, poorly kept up housing in downtown sections of the city.

New initiatives taken in the area of MN residents began in the early 1960's. The Office of Economic Opportunity as the official community action agency for Metropolitan Washington began several programs. Community organizations and service delivery centers were established. Funded programs through OPO and a variety of other agencies have increased activity in portions of the MN in recent years. Despite the new initiatives, progress has not been sufficient. No event better illustrated the reality than the riot rebellion which broke out throughout most of what is now MN in April, 1968.

The murder of Dr. Martin Luther King (symbol of hope) touched off an explosion of community anger which is still reverberating. Throughout the city some 20,000 citizens took to the streets in a window smashing, looting, police-fighting exhibition of their outrage. Several thousand MN residents were involved and three of the main commercial thoroughfares of the neighborhood -- 14th Street, N. W., 7th Street, N. W., and H Street, N. E. -- were severely damaged.

If there had been any doubt of the depth of the bitterness felt by black people due to years of injustice the 1968 response made it even clearer. In an area already drastically depressed, the economic conditions became even more serious. The greatest damage was inflicted upon businesses approaching almost 24 million dollars in damage to 900 businesses and many were located in the MN.

Outside white-owned businesses were hit harder as a group than the smaller black-owned service establishments in the area. Many needed resources were lost, but many also did not mourn their loss.

Both the 14th Street and H Street corridors were declared Urban Renewal areas, but little progress has been achieved in rebuilding them and vacant lots and parks (sit and think about it) still mark the commercial street as reminders of what people interpret as the failure of official action to meet the community's needs.

Specific objectives of the MC program to alleviate poverty as stated in 1971 based on historical needs of the area include:

1. Development of a sense of community;

2. Citizen involvement in policy-making;

3. Hiring of MN residents for all jobs generated by its program;

4. Access of residents to judicial and political process in order to control decisions affecting their lives;

5. Elimination of racism which prevents residents from improving the quality of their lives.

6. To provide economic opportunity and insure the potential for continuous economic growth.

7. Make provisions for economic self-sufficiency and independence for residents. The aim being:

   a. to provide alternatives for competition in the market place,

   b. to break personal dependency upon the system and,

   c. to utilize or create effective strategies for obtaining needed resources.

Current Problems

The purpose of the MC program, a mandate received by the D. C. Model Cities Program as stated in a 1970 report, was to increase the income level of MN residents. Accomplishment of this major goal would provide Model residents with self-determination and self-fulfillment at the individual as well as the community level,

Lack of Income

The major overwhelming obvious problem in the Model Neighborhood is the lack of sufficient income to maintain a healthy, independent ife.

The MN median family income in 1970 was $6,292 which meant at least half of the families in the area were forced to exist on nearly $1,000 less than $5,242 identified as the amount for a family to exist at even low average level in Washington that year.

In spring, 1972, the Bureau of Labor Statistics estimated that the amount needed for low average subsistence was $7,500 and a resident survey of February, 1972, found 84% of the MN residents had less annual income. The median MN household income was found to be $5,222. These figures indicate that a significant majority of Model Neighborhood residents somehow get along with less than the bare essentials. Lack of income, incidently, is the major reason why people come initially to the area. The average monthly rent is $97.

This lack of individual income could also mean monies needed for utilization in investment, in housing construction, or renovation, physical development, new businesses or other types of improvement are lacking. The MN families utilize what energies they have in basic survival and when possible in the eradiction of their own poverty through the community.

Business

Most businesses in the Model Neighborhood and the District that are black owned are small retail stores or outlets that provide service to the Model Neighborhood. Beauty schools and shops account for the largest service in the MN.

The kinds of businesses cited consequently force the majority of residents to spend their monies outside the community. Most needs cannot be adequately met by the services provided within the area. Once equity capital, managerial skills, technical assistance, public support, racial discrimination, and underdeveloped industrial areas, as constraints have been dealt with by Model community residents, large scale businesses will be developed.

TABLE 2

Black Owned Businesses in the Model Neighborhood and Washington, D. C., 1968 [15]

Category	Black Owned Businesses in MN		Black Owned Businesses in D. C.	
	No.	%	No.	%
Manufacturing	1	0.1	1	0.0
Wholesale	6	0.8	17	0.7
Retail	124	15.6	370	15.6
Service	632	79.4	1,867	78.5
Warehousing	0	0.0	0	0.0
Construction	7	0.9	71	3.0
Rooming	26	3.3	52	2.2
TOTALS	796	100.0	2,378	100.0

Housing

According to 1970 census data, there are 29,377 housing units in the MN. Of these, 19.5% are overcrowded, highest rate for any of

[15] Directory of Black Owned Businesses in Washington, Howard University, Washington, D. C., Small Business Guidance and Development Center, 1969.

Washington's service areas. Housing units with incomplete plumbing account for 6.2% of the total.

Blacks occupy 83.8% of the housing units in the MN. Black occupied housing units experiencing overcrowding and with incomplete plumbing account for 21.9% and 6.7% respectively.

TABLE 3

Black Owned Service Businesses in the Model Neighborhood and Washington, D. C., 1968 [16]

Category	Black Owned Service Businesses in MN		Black Owned Service Businesses in D. C.	
	No.	%	No.	%
Barber Shops	97	15.3	147	7.9
Auto Repairs	27	4.7	57	3.1
Beauty Schools and Shops	147	23.2	349	18.7
Carry-out Shops	30	4.7	64	3.4
Dry Cleaners	43	6.8	146	7.8
Grocery Stores	30	4.7	78	4.2
Restaurants and Restaurants with bars	49	7.7	153	8.2
Other	209	33.0	873	46.8
TOTAL	632	100.0	1,867	100.0

[16] Ibid.

Training and Education of Residents

The rate of unemployment and underemployment and general conditions of the area would be reduced through an increase in skill attainment and education. At present, 57% of heads of households 20 years of age or older have less than a high school education. Fifteen percent did not complete grammar school (K-6), while 42% failed to complete high school. Twenty-four percent of the heads of house olds completed high school but went no further. It is interesting to note that 18% have some college education; however, only 7% have undergraduate or graduate degrees.[17]

Elementary and Secondary Schools

The city's appropriation for the development of basic and career skills for fiscal year 1973 was $240,999,300; $173,583,000 will go for elementary school instruction. The per pupil expenditure for elementary schools in the Model neighborhood is the second highest of the city's nine service areas, second only to the affluent service area #8 (Northwest Washington).

Model Neighborhood students in 1970 were reading at .3 years below the city average in grade 3 and .7 years below the norm by grade 6. Mathematics score were .2 years below the city average in grade 3 and .5 years below the average by grade 6. These figures, combined with the high per pupil expenditures in the neighborhood suggest once

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[17] Metropolitan Washington Council of Governments, Home Interview Survey, 1970.

again that lack of personal resources prevents residents from taking advantage of even those services which are available.

TABLE 4

Median Mathematics and Reading Scores for Model Neighborhood and D. C. Public Schools, September, 1970

Category	Model Neighborhood	D. C.
Mathematics		
Grade 3	1.9	2.1
Grade 6	4.6	5.1
Reading		
Grade 3	1.8	2.1
Grade 6	4.5	5.2

Attaining the benefits of education is also dependent on the establishment of a partnership between the city and parents of the children, but the 1970 report states "...the D. C. schools have not undertaken appropriate measures in the Model Neighborhood to insure the development of this relationship."[18]

$7,849,000 of the school's budget for community services provides civic and special education programs for adults after the normal school

[18] Washington, D. C., Model City Program Report, 1970.

hours. Although many of the people served by these programs can be expected to be citizens who also have contact with other social services, coordination between schools and the other services is ineffective.

During the next fiscal year $27,786,500 will be spent on academic and student support. Fifty percent will go for supervision of the schools instructional activities, where the responsibility lies for the children's academic experiences. In the Model Neighborhood and other communities where lack of economic resources prevents parents from participating fully in the educational process of their children, direct subsidization of the parents' involvement through parents as aides may be a possible solution.

Higher Education

During fiscal year 1973, the District will spend $72,158,900 on the development of advanced education and professional skills. Based on the Model Neighborhood's general level of need in the city's other major social resource programs, its share of this amount would be approximately 22% or $15,874,958.

Federal City College, a major recipient of the District's higher education funding is located within the Model Neighborhood. To increase Model Neighborhood residents' share of D. C. higher education benefits, secondary school target programs have as an aim to guide and prepare students for college entrance.

TABLE 5

Median Mathematics and Reading Scores for Model Neighborhood Schools, September, 1970[19]

Elementary Schools	Math		Reading	
	Grade 3	Grade 6	Grade 3	Grade 6
Harrison	2.3	4.4	1.8	4.4
Grimke	1.5	4.3	1.7	4.4
Cleveland	1.2	4.6	1.1	4.2
Garrison	2.0	4.4	1.8	4.1
Seaton	1.9	4.6	1.7	4.5
Morse	1.8	5.2	1.8	4.6
Montgomery	2.1	5.0	1.5	4.5
Bundy	1.6	4.5	1.1	3.9
Slater	2.4	5.6	2.1	5.1
Langston	---	---	---	---
J. F. Cook	1.8	4.5	1.6	4.3
Perry	---	---	---	---
Simmons	2.5	4.9	2.1	4.6
Walker-Jones	2.4	4.7	1.8	4.4
Hayes	---	---	---	---
J. O. Wilson	1.5	4.5	1.6	4.7

(continued)

[19] D. C. Public Schools, 1970.

TABLE 5
(continued)

Elementary Schools	Math		Reading	
	Grade 3	Grade 6	Grade 3	Grade 6
Blair	---	---	---	---
Logan	2.9	4.5	1.9	4.5
Blair-Ludlow-Taylor	2.0	4.5	1.8	4.5
Crummell	1.9	5.1	2.1	4.7
Ruth K. Webb	2.4	5.2	2.3	5.7
Wheatley	1.9	5.0	2.4	5.0
Madison	1.8	4.5	2.0	4.2
Goding	1.9	4.9	2.0	5.2

Other general problems in the area of education that affect the Model Neighborhood include:

---Old substandard school buildings (16 elementary and three junior high schools contain inadequate classrooms). It also is not uncommon to see demountable classrooms or other improvised make-shift facilities.

---The high school drop-out rate is 40%, 50% higher than the entire metropolitan area; and,

---Curriculum in most areas does not meet the needs of the urban population.

More specific indicators of the educational problems and/or situation as they relate to the Model Neighborhood were received from teachers from Model Neighborhood schools. Teachers surveyed were also trainees of the Urban Staff Development Laboratory. They responded to specific questions which concerned their perceptions about the school system, their teaching environment, involvement by parents and community leaders in the schooling process, and their own personal involvement in the schooling process.

System Problems and Support

Seventy-five percent of the project teachers surveyed felt that the D. C. School System was "generally supportive" in relation to their instructional needs. Five percent felt it was "hard to say" and 20% felt the system was "not generally supportive." Some teachers felt it was hard to say because of 1) lack of communication and 2) present state of flux or inconsistency.

One hundred percent of the teachers believed the system could be more responsive to the educational needs of the children in the schools by taking the following steps:

---visitations to find out needs

---getting together on goals

---establishment and implementation of social, environmental and cultural values

---adults should start thinking more of students and their needs (2)

---materials supplied in advance

---innovative pre-training programs

---parent influence

---incorporating Black Studies within the entire educational system

---overcrowded classrooms

---dealing with the environment, social, physical, and psychological problems and needs of children through effective educational resources

---needs for special education teachers (2)

Ninety percent of the Model Neighborhood teachers surveyed also felt these problems were of central concern to most teachers in their schools. Seven percent felt they had different concerns and three percent did not respond to the question. Those teachers replying negatively cited their duties, planning periods, lack of special teachers, discipline, and teacher-administration relationships. Each item had been mentioned by some other teacher as pressing concerns thus leaving us with no special or different items to consider.

Forty percent of the Model Neighborhood teachers surveyed when asked whether parents had the same concerns replied yes. Ten percent of the responses fell in the no category and 50% of the responses fell within the "I don't know" category. Comments included:

---I'd like to think so

---some parents are concerned

---depends, this is a varied community

---each with a different set of values

---more aides and para-professionals

Congress and economics were cited as reasons the D. C. system could not be more responsive to the needs of its students, teachers, and community.

The present state of flux highlights many pressing problems that are applicable not only to the District but to the MN. Teachers cited the following:

---a realization that Washington schools are the same as any suburban school, they have never been bad but have been hamstrung by an inadequate economic and administrative structure

---a firm commitment on the part of all to reevaluate, relearn, reeducate themselves to that which our youngsters need

---meeting the individual needs of each child (social, academic, extra-curricular, and environmental)

---a better understanding of the role of schools and community (3)

---reading retardation (6)

---irrelevant education

---remodeling neighborhoods

---structuring education that meets pupils and community needs (2)

---drugs (2)

---communication at all levels (3)

---behavior

---shortage of materials and equipment

---need for new and innovative ways of teaching

---provisions for correlating elementary, junior high, and senior high courses through intra-school programs

---the parents are not participating in the educational program

---meeting day-to-day monetary problems.

When asked who or what would be most influential in resolving each of the problems the Model Neighborhood teachers stated:

---money and leadership

---courses, materials, resource people

---a good parent-teacher-pupil relationship, each defining and really understanding his own rights and responsibilities

---motivation, specialists, supervisors, and department heads

---behavior patterns, psychiatrists, pupil personnel workers, sociologists

---improvement in academic achievement level, teachers, para-professionals

---release time for in-service training.

Teaching Environment

The teachers indicated that the teaching environment in the last two years had changed. The most frequent changes listed were: 1) attitudes of children toward learning and society in general; 2) individualized teaching techniques; 3) use of para-professionals; 4) the Clark Plan-Minimum floors of achievement; 5) resource people (MSD Innovation Team); 6) restructuring methods to achieve maximum results; 7) reading ranges and retardation; 8) children are decision-makers and must play a role in what is taught; 9) learning about open classroom workshops and reading.

Future changes as anticipated by MN teachers included better and newer techniques, learning ways to perfect the open classroom, curriculum changes, teachers from lower grades working with upper grades, newer guidelines from the board of education, classroom organization and community involvement and coping with behavioral problems resulting from environmental stimuli.

Items of change present and future as cited by the teachers can be considered for teachers in this area as positive indicators of openness to change and an awareness of options to produce needed changes in their classrooms and community.

Sixty-five percent of the Model Neighborhood teachers felt their specific buildings attracted the pride and interest of teachers, students, parents, community groups, and others. Good teaching, low teacher turn-over, use of varied and innovative classroom techniques and strong staff relationships accounted for the positive responses. Thirty-five percent of the responses were negative and cited as causes the existence of poor leadership, ineffective home-school relationships, lack of communication, little pride taken in the school, little community involvement, weak PTA, and lower teacher morale than usual. Many of the same responses occurred over and over and in most instances problems as cited by the Model Cities were supported by Model Cities teachers.

Parental concern and involvement in the educational process augments the success of an instructional program. Seventy-three percent of the teachers said they maintained contact with the home through visits and phone calls. Ten teachers stated they had made

one to five visits per student in the last few months. As one teacher was also a community leader she found that her role facilitated her ability to know parents and visit homes.

The high rate of home visits and contact with homes would lead one to believe these teachers would also have parents involved in the learning process at the school level or at least support parental involvement in the school. Initial assessment of teachers rendered the exact opposite opinions.

TABLE 6

Teacher Responses to Parental Involvement

	Interim	Post
1. Parents should have a stronger influence with respect to hiring staff.	9.39%	53%
2. Parents should have a stronger influence in determining the educational program.	22.00%	55%
3. Other community groups should have a stronger influence with respect to hiring staff.	8.90%	40%
4. Other community groups should have a stronger influence with respect to determining the educational program.	19.00%	49%

The increase in the teachers opinions can probably be attributed to more involvement by participants at the community level during the project and consequently some of the traditional stigmas associated

with parents and community groups being involved in the educational process were changed.

Teacher Involvement in the Schooling Process

Teachers sometimes find it easy to just cite problems without becoming involved in their solutions. Teachers were asked approximately how many different times in the last two weeks they had had occasion to speak about school matters with:

A teacher or teachers from another building	4.31 times
A parent or parents of children in your classroom	3.80 times
A teacher or teachers in this building	12.23 times
A parent or parents of children other than those in your particular classroom	2.13 times
Resource personnel other than supervisors or administrative personnel	2.68 times
Representatives of community groups other than parents	1.35 times

The evidence shows that teachers do in fact talk to other teachers at least once a day. The group approach is used to solve many common school problems, 67% of the teachers indicated that this approach was used often, some stated the approach was used only when the Teachers' Union requested solution of a problem through group consensus. Most said games between pupils and staff, building workshops were being utilized more to facilitate group problem-solving in a creative manner.

TABLE 7

Teacher Responses to Aspects of the Educational Process

	Very Satisfied - Slightly Satisfied	Slightly Dissatisfied - Very Dissatisfied
The method employed in this school for making decisions on curriculum matters.	69%	31%
The method employed in this school for making decisions on pupil discipline matters.	65%	35%
The manner in which teachers and administrative staff work together.	64%	36%
The cooperation and help which I receive from my superiors.	83%	17%
The educational philosophy which previals in this school.	69%	31%
The evaluation process which my superiors use to judge effectiveness as a teacher.	85%	15%
The extent to which I am informed by my superiors about school matters affecting me.	83%	17%

Seventy-five percent of the teachers considered the morale of other teachers in their schools to be average plus while 19% felt morale was

rather low. Causes for low morale were not indicated. Ninety-one percent of the teachers expressed satisfaction with their jobs this year, while 9% stated stated they were dissatisfied.

Summary

The Model Cities area seems indeed to be in need of special consideration not only by community leaders and federal resources but also by educators. The eradication of poverty could be accomplished through upgrading educational practices. The amount of money allocated to the area seems sufficient, but the overall reading and mathematics scores not only support the national urban trends but they also suggest that a greater emphasis is needed on the preparation of its teachers. A further analysis into tests administered to urban students is overdue.

Model Cities teachers generally were supportive not only of the school system but also of their own school environments and processes utilized within their schools. The problematic areas apparently are those related to gaps and/or omissions in teachers as well as students learnings. There exists the need to refine present processes utilized in training programs and their application in the classroom.

CHAPTER THREE

IMPLEMENTATION OF THE URBAN STAFF DEVELOPMENT LABORATORY: CHARACTERISTICS AND NEEDS OF ITS PARTICIPANTS

CHAPTER III

IMPLEMENTATION OF THE URBAN STAFF DEVELOPMENT LABORATORY: CHARACTERISTICS AND NEEDS OF ITS PARTICIPANTS

In the previous chapter a description of the area in which the Urban Staff Development Laboratory was designed to service was set forth. The Model Cities Neighborhood is indeed problematic and the expertise needed to upgrade educational efforts within the area had to be different from that usually available within urban areas.

Consideration of the needs of the area and its problems caused designers and initiators of the Laboratory to prepare brochures containing general information about the area and overall expectations about the new in-service teacher training program which would offer Master's Degrees in Urban Staff Development. The brochures were distributed to Model Cities Schools, principals, parents, and teachers in December, 1970. In an effort to further introduce the program while at the same time obtain the support and involvement of key persons, meetings were arranged with Staff Development consortium members and school administrators. School administrators were essential to the success of the program since they were to help in defining the selection process, participate in the selection process, provide release time to teacher-participants when necessary, facilitate the on-site training/observation sessions, and become an integral part of the Urban Staff Development Laboratory's decision-making process.

Selection Process

The results of meetings with consortium members (The University of Massachusetts personnel, Federal City College staff, District of Columbia Teachers College, representatives from the Washington Teachers Union, Innovation Team members and Model Cities personnel and administrators) provided the criteria for teacher application, and the process for making decisions about teachers who had applied to the new program.

For an applicant to qualify for the Staff Development Laboratory Graduate Degree Program, he/she must have met the following criteria:

1. Must have been a classroom teacher in Model Cities Schools;

2. Must have been interested in further professional growth and development in the areas of reading and mathematics;

3. Must have been aware of problems in the Model Cities Area and sensitive to the needs and learning styles of its children;

4. Must have been highly responsive to human interaction between the teacher and the child, the teacher and other staff members, and the teacher and the parents.

5. Must have been willing to

   --promote meaningful home-school and school-community relations,

   --evaluate and be evaluated in an on-going feedback system,

   --remain in the program until its completion;

6. Must have exhibited an awareness of the changing role of teachers geared toward education for the 70's;

7. Must have been willing to participate in all phases of the academic program; and,

8. Must remain in a Model Cities School a minimum of one year after the completion of the program.

Selection of the applicants was conducted in two phases. At the school level, a panel consisting of principals, teachers, parents, and students were involved in the selection process. Interested teachers submitted their names to the school panel for review. Following selection of possible participants at the building level, their names were submitted to the Project Director (Annie Neal) and consortium representatives for review. The final decisions and selections were made on the participants' ratings in the following three categories: 1) personal interview; 2) a written response to specific inquiries; and, 3) classroom observation.

Classroom observations were accomplished by six teams of two people each. The schools in the Model Cities area were arranged in clusters of six with one team assigned to each cluster. Puckett's Symbols and the Flanders Interaction System were used for classroom observations. Puckett's scheme, developed in 1928, was an elaboration of an earlier attempt to measure pupil participation in the classroom. When a student responded, for example, a mark indicating the category of response was recorded (e.g., a pupil riased hand, was called upon by the teacher, and made a single response). If one or more hands were raised, one or more dots were recorded.

Flanders Categories for Interaction Analysis is considered by many educators to be the most sophisticated of the systems.[20] Using

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[20]Ned Flanders: ibid.

the system of ten categories the observer recorded in three second intervals the category that best represents the transmitting behavior; he then writes down the number of that category while simultaneously observing the next three second interval.

Both observations were intended to record the way teachers behave while interacting with groups of students or individual students. A teacher training component that focuses in on the participant's behavior recognizes that desired behaviors should have positive effects on the affective and cognitive behavior of students in those classrooms.

A second basic for selection purposes was the candidate's written responses to two specific questions. At the interview, the candidate was to present in writing his feelings to the following two questions:

1. What would you like to see changed within the school system, your school, or your classroom? What strategies would you use to make these changes?

2. If you had X amount of dollars (any amount you wished) to design, initiate, implement, and sustain a viable educational program in your school and feeder schools, i.e., elementary, junior high and senior high schools, what type of program would you develop and how?

The final evaluation with respect to the written questions attempted to answer such questions as the following: was the question answered, or did the writer digress; were the strategies to be used stated; were real changes given or only modification of existing ones; were the changes directed toward providing better education benefits for children; and, was the program innovative.

The final phase of the selection process was the interviewing phase. The schools were divided into three clusters with four consortium representatives in each cluster. The questions asked by the interviewing teams were concerned with teacher expectations of the program. The team of interviewers used a self anchoring rating scale to assess participant's feelings about traditional and open classrooms.

For instance, the questions attempted to get the interviewee to describe an ideal classroom and conversely the worst classroom they could imagine. One interviewer interacted with applicant utilizing probing questions while the other interviewer recorded the responses of the applicant verbatim. The applicant was then handed a pictorial non-verbal scale and told that the ideal and worst classrooms described were at the end of the scale. The best at the top and the worst at the bottom. The applicant was then instructed to rate himself using this scale as a frame of reference. Each interview provided for a fifteen minute interaction time basedupon a schedule previously arranged by the interview team.

After all the data (classroom observations, written responses, and interviews) had been recorded, final selections were made. The following rating scale was used to score the candidates.

SCORE	SUMMATIVE STATEMENT
5	Program can help the person and person can offer help to the program
4	Program can help person, and probably person can give something to the program
3	Program can help the person

SCORE	SUMMATIVE STATEMENT
2	Program can probably help the person
1	Program cannot help the person

Each candidate was rated in each of the categories. The rating scores were totaled and averaged. Candidates receiving a score of three or more were selected for the Staff Development Graduate Program.

Characteristics of the Trainee Population

After careful review of the 83 applicants' background, credentials, and selection ratings, 55 trainees were enrolled in the Staff Development Laboratory Program. This group was drawn from most of the Model Neighborhood schools and of the 55 teachers initially enrolled, six subsequently left the program because of personal or financial reasons.

Demographic data, including the schools the candidates represented, their ages and sex, public service experiences, types of teaching situations and years of involvement in the District of Columbia School System is presented. Data was acquired from a Teacher Interview administered during the early stages of the program.

TABLE 8

Model Cities Schools Represented and
Number of Project Teachers per School

School	Number of Participants	Percentage of Total Participants
Cleveland	2	4.08
Webb	5	10.20
Terrell*	2	4.08
Grimke	2	4.08
Harrison	2	4.08
Simmons	4	8.16
Walker-Jones	2	4.08
Seaton	5	10.20
Wilson	3	6.12
Shaw*	2	4.08
Logan	1	2.04
Bundy	2	4.08
Wheatly	2	4.08
Garnet-Patterson*	1	2.04
J. F. Cook	2	4.08
Scott Montgomery	2	4.08
Blair-Ludlow-Taylor	2	4.08
Hamilton*	1	2.04
Garrison	2	4.08
Stuart	1	2.04
Goding	4	8.16
TOTALS	49	100.00

*Denotes secondary schools represented.

Forty-eight of the candidates had taught in the same school the previous year. This factor assured a marked degree of familiarity with the needs of the children and community.

TABLE 9

Grades Taught by Teachers in the Project

Grades	Number of Teachers	Percentage
Pre-School	2	4.08
Kindergarten	1	2.04
One	8	16.33
Two	5	10.20
Three	2	4.08
Four	5	10.20
Five	10	20.41
Six	4	8.16
Over Six	6	12.24
Other	6	12.24
1. Mind		
2. Departmentalized		
3. Resource Teachers		
TOTALS	49	100.00

The greatest percentage of teachers as indicated by the data had taught in grades one and five with six of the forty-nine teaching in ungraded classrooms.

TABLE 10

Number of Children in classrooms of Project Teachers

Class Size	Number of Teachers	Percentage
15 - 20	5	10.20
21 - 25	15	30.60
26 - 30	19	38.76
31 - 35	3	6.12
36 - 40	1	2.04
41 and above	2	4.08
No Response	4	8.16
TOTALS	49	100.00

TABLE 11

Type of Teaching Situation as of January, 1970

Teaching Situations	Number of Teachers	Percentage
Self contained	36	73.49
Team Teaching	--	-----
Departmentalized	7	14.28
Special Education	--	-----
Experimental or Demonstration	1	2.04
Other 1. Resource Teacher	5	10.20
TOTALS	49	100.00

TABLE 12

Educational Background of Project Teachers

Categories	Number of Teachers	Percentage
AA	--	---
Bachelor's Degree	49	100
MAT	--	---
Others Masters Degree	--	---
Master's plus 30 hours	--	---
TOTALS	49	100

TABLE 13

Positions Held in the D. C. School System as of June by Project Teachers

Categories	Number of Teachers	Percentage
Permanent	41	83.67
Probationary	8	16.33
Temporary	--	-----
Substitute	--	-----
TOTALS	49	100.00

All but eight of the teachers in the Urban Staff Development Laboratory program had permanent status in the D. C. School System.

TABLE 14

Intercorrelation of Age and Sex Variables

Age	Males	Females
20 - 25	-	7
26 - 30	1	7
31 - 35	2	13
36 - 40	1	11
41 - 45	1	4
46 - 60	-	1
TOTALS	5	44 = 49
	10.20	88.90=100%

TABLE 15

Public Service Experience of Participants of the Project

Public Service	Number of Teachers	Percentage
Headstart	13	26.53
Community Action	3	6.12
Urban Teacher Corp.	1	2.04
Career Development	2	4.08
No involvement indicated	30	61.22
Peace Corp	--	-----
Vista	--	-----
TOTALS	49	100.00

TABLE 16

Participant Membership in a Teacher Organization

No	Yes, An Officer	Yes, An Active Worker	Yes, A Member But Not An Active Worker	Total
16%	6%	28%	50%	100%

TABLE 17

Total Years Teaching Experience at Various Grade Levels as of June ff This Year

	Number of Years Taught	Number of Teachers	Percentage of Teachers
Pre-School and Kindergarten	1	2	4.08
	3	2	4.08
	4	1	2.04
	N/A	-	89.80
First - Third Grades	1	4	8.16
	2	2	4.08
	3	1	2.04
	4	3	6.12
	5	3	6.12
	6	1	2.04
	8	1	2.04

TABLE 17

(continued)

	Number of Years Taught	Number of Teachers	Percentage of Teachers
First - Third Grades (continued)	9	1	2.04
	10	1	2.04
	11	2	4.08
	12	2	4.08
	14	2	4.08
	15	1	2.04
	19	1	2.04
	20	1	2.04
	N/A	23	46.94
Fourth - Sixth Grades	1	2	4.08
	2	4	8.16
	3	1	2.04
	4	1	2.04
	5	1	2.04
	6	2	4.08
	7	4	8.16
	8	2	4.08
	10	4	8.16
	11	1	2.04
	12	1	2.04
	13	1	2.04
	N/A	25	51.02

TABLE 17

(continued)

	Number of Years Taught	Number of Teachers	Percentage of Teachers
Above Grade 6	1 5	1	2.04
	5	1	2.04
	6	1	2.04
	8	1	2.04
	10	1	2.04
	12	1	2.04
	14	1	2.04
	N/A	42	85.71

N/A - Not Applicable

TABLE 18

Total Number of Years of Regular Teaching as of June 1970

Category	Number of Teachers	Percentage
1	2	4.08
2	1	2.04
3	2	4.08
4	3	6.12
5	4	8.16
6	1	2.04
7	6	12.24

TABLE 18

(continued)

Category	Number of Teachers	Percentage
8	2	4.08
9	2	4.08
10	8	16.33
11	2	4.08
12	6	12.24
13	3	6.12
14	3	6.12
15	-	----
16	1	2.04
17	1	2.04
18	-	----
19	1	2.04
20	1	2.04
TOTALS	49	100.00

Most of the teacher trainees, as indicated by the data had in many instances been teaching for a number of years; the largest percentage falling in the seven to twelve year category. One teacher had even been in the classroom for twenty years.

Orientation sessions were conducted almost immediately after final selections were made to allow new trainees to meet one another

and the training staff informally. Requirements for registration through Federal City College and any question relating to the program were answered.

Participants during one orientation session were asked to tell the management staff what general direction they felt the program should take, and what were their specific needs in relation to the program. Pace (1944) supported this direction for teacher training programs when he stated that teachers bring to workshops their own practical concerns, which should have implications for their leaders and administrators.[21] Teachers would be aware of needed services, the conditions of their immediate community, state of affairs as they relate to their school system and their own school site, etc.

The teacher trainees were divided into five small groups to allow for individual expression and collaboration. Diversity of opinion and acquisition of new ideas was also fostered by that style of interaction. Each group contained a project staff member and an Innovation Team Member. Both persons helped the trainees to work through their concerns and needs of the program in open discussion.

Each group submitted their concerns to the large group for consideration. The learner's needs presented by groups were as follows:

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[21]Robert C. Pace and Maurice Troyer, Evaluation in Teacher Training, prepared for the Commission on Teacher Education, Washington, D. C., 1944.

GROUP A

---improve school performance through use of pre-natal development, parental involvement, and the family unit as a guide;

---try to understand peer group relations and other problems influencing learning;

---investigate the ways learning takes place;

---learn more ways to make the best use of time in the classroom;

---discover ways to help children with special problems.

GROUP B

---discover new ideas and methods used in working with children, especially slow learners;

---discover different teaching strategies and techniques;

---find ways to become involved in the community;

---learn ways to individualize instruction;

---help Parent Teacher Associations organize good programs;

---begin intervisitations among teachers in building and between buildings;

---learn ways of using supporting services and teaching aides;

---find ways to make education relevant to the child and his community.

GROUP C

---find ways to raise the performance levels of students;

---apply theories directly in the classroom;

---focus on the child in and out of school;

---develop strategies for bringing parents into the school;

---learn ways to incorporate outside learnings into the classroom;

---define the role of the teacher, student, and parent;

---find ways to introduce awareness of professions;

---learn ways to individualize reading while relating to skills.

GROUP D

---find ways to raise the performance levels of students;

---discover ways to gain flexibility while improving curriculum;

---learn methods for coping with and teaching the wide range of abilities in our classroom;

---define the community/home influences on the behavior patterns and school performance levels;

---gain familiarity with and use new hardware/software materials;

---get follow-up and feedback from referral centers;

---implement better ways to utilize para-professionals;

---dsscover recommendations to be made to the testing department;

GROUP E

---develop ways to humanize education (teacher, child, home, community);

---provide experiences in self-awareness;

---discuss and solve the problem of drug addiction as it affects pupils;

---utilize communication skills (teacher-teacher, teacher-community, etc.);

---learn ways to evaluate community resources;

---include sex education;

---re-evaluate present educational goals;

---cross group sharing of concerns.

Further indicators of the teacher trainees concerns in relation to the Urban Staff Development Laboratory were received from responses to a written survey, Indepth Teacher Survey, administered shortly after the small group interactive sessions. Participant expectations as indicated were:

Instruction.

---knowledge applicable to realistic practical classroom situations;

---newer methods for teaching four-year olds;

---methods to strengthen techniques being used;

---design cures for failings of children (2);

---verbal interaction between course members and instructors;

---need help in resolving problems;

---gain better ideas on how to involve the community;

---learn open classroom methods;

---indepth study of current urban problems and issues and ways to cope with each;

---techniques to increase reading levels of students in my classroom;

---ways to help children after school hours;

---develop broad based curriculum;

---need for relevant, dynamic, and practical curriculum.

Community participation and involvement

---realistic involvement, it can be continued after the training program is over;

---know agencies and the services they provide;

---the school is the community, how can it not be involved;

---how to use para-professionals to our best advantage and at the same time maximize their skills;

---how to begin community participation (3);

---learn to make teaching of interest so parents will become involved;

---parents, teachers, and community leaders should be involved in community relations (2);

---ways to get community to help raise achievement levels of students (3);

---ways to have meaningful communication;

---to go into the community to find more about the students and how they live;

---get parents to support activities (2);

---more involvement (3);

---find ways to educate parents as to their role and programs being used with individual children;

---ways to involve a greater percentage of parents in the pre-kindergarten school program;

---define procedures for identifying community needs and ways to help the community cope with each;

---new and innovative ways to teach inner-city children (3);

---development of effective techniques and methods;

---improvement on techniques related to specific content areas;

---improvement in presentation as a result of better understanding of the urban child;

---ways to motivate the non-participant;

---facility in being able to change pace;

---assist teachers in my department;

---supplement my ideas with those of others;

---instructional material as related to courses of study;

---receive concrete instruction;

---provide students with resources to meet their needs (not ours);

Curriculum

---create, revise, develop, design specific curriculum for urban communities (10);

---help develop meaningful aims and objectives;

---need for assistance in implementing learnings;

---Black History should be incorporated in all level K-12;

---self-awareness, reading and math;

---plan appealing curriculum;

---answer major questions (What is a good curriculum? How does one mesh curriculum to needs?);

---ways to diagnose curriculum needs of a given group (2);

---re-evaluate behavioral and conceptual objectives;

---find ways to educate parents as to their role and the programs being used with individual children;

---ways to involve a greater percentage of parents in the pre-kindergarten school programs;

---ways to identify community needs and ways to help the community cope with each;

Other

---to benefit from learnings of resource persons with new and workable ideas;

---innovative techniques having a wide range of appeal for children from slow to gifted abilities;

---to help children think critically.

The combined data from the small group interactive sessions and the indepth teacher survey provided the training staff and the assessment team (University of Massachusetts personnel and project staff) with information for objective establishment, course content, and basic program design. Focusing on the trainees needs would foster utilization of learnings by trainees since the concerns stated were in most instances practical as they related to the teacher as a person, her students, parents and peers. The data from the trainees also helped to raise the consciousness level of the training staff since they had to be able to meet the needs of teachers. Consideration was also given to the structuring of a program to meet children's needs, administrators' needs, project funding agent's concerns, and the needs of the area being serviced. Applying techniques for changing or enriching behavior and using concerns and methods of handling input as a yardstick for measuring output was important. Expectations of the program were that the exit behavior of the participants should be different from their entering behavior and performance.

A compilation of the learner's needs, staff input, and societal needs produced eight objectives stated in broad global terms, goals upon which the Urban Staff Development Laboratory Graduate Degree Program would work to accomplish and be evaluated. Concerns and expectations of the trainees were categorized and the project objectives were established around those concerns. A restatement of concerns as they relate to specific objectives is set forth below.

Human Relations

Objective One: To increase the interpersonal awareness needed for dealing effectively with children and adults in the Model Cities Area. The aim of the objective was to provide teachers with human relations skills which would enable them to focus on their roles and actions, and how they affected children as learners.

Related concerns included:

---try to understand peer group relations and other problems influencing learning;

---learning the psychology behind the disadvantaged child;

---learning coping skills needed for dealing with various ranges of students;

---education needs humanizing teachers, children, the home, and the community;

---self-awareness;

---supplement my ideas with those of others;

---learn to diagnose needs;

---verbal interaction between course members and instructors;

---cross group sharing;

---include sex education.

Classroom Environment

Objective Two: To create a classroom environment which facilitates individual student learning -- cognitive, affective, and psychomotor. This objective was to be accomplished by organizing the classroom for individual learning experiences and understanding and applying theories of child growth and development and theories of learning to classroom instruction.

Related Concerns:

---investigate the way learning takes place;

---teachers need more flexible timing;

---children with special problems need individual help;

---new ideas and methods utilized in working with children, especially slow learners;

---learning styles, differences, techniques, and strategies and teaching aides;

---application of theory applied directly in the classroom;

---define ways to incorporate outside learnings in the classroom;

---define ways to introduce awareness of professions;

---gain flexibility while improving the curriculum;

---discover ways to cope with and teach the wide ranges of ability in our classroom;

---design better ways to use para-professionals on our staff;

---need for more professional information concerning growth development from specialists (psychologists, pediatricians, etc.);

---improvement in presentation as a result of better understanding of the urban child (7);

---learn and use open classroom methods (9).

Reading and Mathematics Improvement

Objective Three: To improve reading and mathematics skills for students. This objective was to be accomplished by diagnosing reading and mathematics difficulties for pupils and provide remediation; developing and disseminating a variety of material approaches, and

techniques needed to teach reading and mathematics skills; and, developing a philosophy that stresses reading in the total curriculum.

Related Concerns:

---individualize reading related to tasks, methods, and skills;

---self-awareness, reading, and mathematics;

---raise achievement levels of students (3);

---help children to think critically.

Human Relations (Identity Awareness)

Objective Four: To help Black children to develop a positive self-concept, a sense of identity, connectedness, and power.

Related Concerns:

---define ways to make education relevant to the child and community;

---focus on the child in and out of school;

---provide students with resources to meet their needs (not ours);

---help children after school hours.

Research and Evaluation

Objective Five: To develop competency in research skills and methodology.

Related Concerns:

---define recommendations to make to the testing department to insure meaningful evaluation of students' performance;

---evaluate community resources;

---skills needed for completion of degree requirements.

Leadership and Development

Objective Six: To become a master teacher and to assist other teachers in the classroom with their instructional program.

Related Concerns:

---intervisitations between teachers;

---assist teachers in my department;

---acquire enough knowledge to share with co-staff.

Community Involvement

Objective Seven: To increase Model Neighborhood residents' knowledge of techniques used to teach reading and mathematics, environmental control, child growth and development, drug abuse, and strategies for their own involvement in making decisions relevant to neighborhood schools.

Related Concerns:

---understand the family unit, prenatal development, and parental involvement as guides to improve school performance;

---make good Parent Teacher Association programs;

---strategy to bring in parents for educational involvement;

---understand the problem of drug addiction as it affects pupils;

---use parent aides;

---involve parents, teachers, and community leaders in community situations;

---ways to involve a greater percentage of parents in pre-kindergarten programs.

Objective 8: To understand the community and its environmental conditions and their input on learning.

Related Concerns:

---learn ways to become involved in the community;

---discover what behavior patterns of children are influenced by the home and community;

---know agencies and the services they provide;

---go into the community to find more about the students and how they live.

With participants having established a wide range of concerns in each of the areas of curriculum, community involvement, instruction, etc., 97% also felt that their concerns were consistent with what they could see as the needs of the Model Cities area. Three percent had no opinion or were not sure if there was a relationship between their concerns and those of the Model Cities.

Summary

Participants' characteristics and needs were set forth in this chapter. The data indicated that most of the Model Cities schools were represented by at least one teacher participant. Most of the teachers had also taught in the same school for at least a year, working in self-contained classrooms. A majority of the teachers ranged in ages from thirty-one to forty and over 80% of them had permanent status in the system. Most of the teachers had done little work in the area of community involvement or public service.

Results obtained from the candidates during initial orientation sessions and responses to an Indepth Teacher Survey provided the staff and assessment team with data for the establishment of the eight program objectives, general information for course content and the basic program design of the Urban Staff Development Laboratory. The objectives, though comprehensive, fell in the general areas of human relations reading and mathematics improvement, research and evaluation, leadership development, and community involvement. Current teacher Training trends support such a focus for urban teacher training programs.

CHAPTER FOUR

ANALYSIS OF THE DEGREE TO WHICH URBAN STAFF DEVELOPMENT LABORATORY OBJECTIVES WERE ACCOMPLISHED

CHAPTER IV

ANALYSIS OF THE DEGREE TO WHICH URBAN STAFF DEVELOPMENT LABORATORY OBJECTIVES WERE ACCOMPLISHED

The Urban Staff Development Laboratory as an on the job teacher training program was designed to enable its candidates to become more effective classroom teachers and to prepare them for jobs as resource teachers. Each candidate was provided with skills to enable them to promote effective learning for pupils through their own classroom performance. Practical and prompt application of skills and insights on-the-job was the emphasis.

Candidates dealt with problems through action-oriented research projects which were supported by an analysis of educational theories and prior experiments. The process lead to the formulation of a research report. The utilization of the research method enabled candidates to collect data, make discoveries, and correct errors or omissions in instruction. Schooling should assist students in the mastering of elaborative learning skills, i.e. to actualize their capacity for imaginative conceptual activity through creative, explicit, and specific instructional programs. Special care must be taken to provide ample opportunities for acquiring information and skills missed because of inadequate early environmental experiences. The use of the research method by teachers allows them to detect gaps in learning and

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[22] William Ruhner, Jr. "Learning, Race, and School Success", in Review of Educational Research, University of California at Berkely, June 1972, Vol. 41, No. 3, p. 203.

design new instructional procedures for children.

Institutional Requirements

To receive the Masters Degree from Federal City College, the students were required to complete a minimum of 51 quarter hours. (45 hours of regular course work and six hours of research) A "P" for pass which is the equivalent to a "B" as a grade average or better was also needed. Courses designed to provide elementary and secondary teachers with skills to make them more effective in urban settings. Those secondary teachers (grades seven through twelve) who were specialists in areas not related to mathematics were not required to take math courses. They were able to select courses in their area of interest.

A maximum of six quarter hours (four seminar hours) completed at another educational institution could be transferred to Federal City College provided such credits were part of or related to the students required courses for a Master's Degree in Education. More graduate credits below the grade of "B" would not be considered for transfer from another college. Credits transferred must have been earned within the five year period immediately preceding the student's admission to Federal City College.

The Faculty

The chairman of the Graduate Department of Teacher Education at Federal City College coordinated the Urban Staff Development program and its operations, through the USDL project director. Faculty members

worked closely with the project director in designing and implementing the program. Some of the major functions of faculty members were as follows: 1) to help plan and implement the program; 2) to develop courses outlined in sequence and in cooperation with other faculty members; 3) to provide individual assistance to participants in all the academic matters; 4) to conduct demonstration classes for the Model Cities teachers; 5) to direct a field practicum for participants; 6) to make contacts with the local community to discover the ways by which the program could be made more meaningful to them; 7) to do research in their respective areas to provide maximum input into the planning, development and operation of the project; 8) to conduct individualized instruction through small and large group interaction; and 9) to evaluate the program activities on a continuum. The faculty was also encouraged to write papers for publication wherever possible as an integral part of their program.

The Instructional Program

The Staff Development Laboratory was performance and competency based in that students developed and evaluated their achievement around specific skills that were incorporated as they evolved. As the program evolved more specific competencies were established in various areas. Table nineteen shows the courses that were offered during the initial phase of the program including electives.[23]

The USFL was initially housed in the Learning Center or Innovation Team Center at 1292 Upshur Street, N.W. Washington, D.C. The building

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[23]See appendix for course outlines

was an old furniture warehouse leased by the DC Public Schools for housing various components of the system including the Physical Education Department, the Reading Department, Science Supplies, the Innovation Team, and the Staff Development Laboratory.

The physical plant facilitated the use of continuous large and small group interaction. The training sessions were consequently two fold and included a large group operation where the participants were divided into two groups. Each group had a near equal number of trainees where the lecture-large group seminar teaching interactive approach was used. In addition, a small group operation was utilized where trainees were divided into five groups of ten to eleven trainees each. For example, large group sessions might have been conducted on Monday after school where a large idea was shared by an instructor or maybe a consultant. On Tuesday in small groups the concept was elaborated on as it applied to specific teachers in their classrooms. The need to keep inputs received by teachers relevant and applicable to their immediate teaching situations provided flexibility in content presentation.

The faculty as advisors to the training staff also made visitations to classrooms for observation, feedback and analysis. Innovation team members served as assistants in the clinical approach by also observing classroom performance, giving feedback, and assisting teachers and staff.

TABLE 19

Courses Offered Through the Urban
Staff Development Laboratory

Winter 1970	Spring 1971
GT501 Contemporary Problems and Issues GT512 The Urban Child and His World GT551 Teaching Reading in the Elementary/Secondary Schools GT505 History of Education	GT555b Developmental Reading GT615 Teaching Math in the Elem/ Secon. Schools GT512 Individual Development and Behavior AE551 Psychology of the Ghetto
Summer 1971	**Fall 1971**
GT555b Developmental Reading 11 GT615 Teaching Math in Elem/ Secondary Schools GT525 Introduction to Educational Research AE575 Staff Development Seminar	GT619 Mathematics Diagnosis and Remediation GT510 Principles of Curriculum Design and Construction GT609a Individual Study Project
Winter 1972	**Spring 1972**
GT576 School Supervision GT518 Advanced Educational Psychology GT609b Individual Study Project II	GT505 History of Education GT515 Philosophy of Education
Electives	
GT609 Individual Study Project GT616 Value Clarification GT623 Childrens' Literature in Urban Education	

GT - Graduate Teacher AE - Adult Education

Courses offered were in direct response to teachers needs and concerns in various areas. Initial emphasis was placed on content that dealt with the urban child and issues relevant to the childs' functioning in urban settings. Reading and mathematics improvement as the priority caused a variety of courses in both areas to be offered throughout the teacher training program.

The Urban Staff Development Laboratory considered evaluation to be an integral part of the program's effective operation. An opinionnaire, designed by Dr. Leon Jones, was administered to candidates and staff of the Laboratory to assess the extent to which the focus, content, and intent of the overall program correlated with specific objectives as established by the project. Assessment was accomplished twice during the first phase of the program during April 1971 (interim assessment) and September 1972 (post-assessment).

The items on the instruments were designed to measure specific objectives and the populations were asked to respond to each item in terms of five categories (Almost Always, Generally, Frequently, Sometimes, and Rarely). Comparisons between the interim and post-assessment results were drawn for each objective. A discussion of the casual factors in relation to specific objectives was set forth. For example, an objective might have indicated severely negative trends at the post survey, but the programmatic reasons for the trend was cited to enable the reader to understand possible reasons for the responses. It was not the intent of the presentation to justify poor performance, but to provide as complete a picture of the program in as objective a manner as possible. For purposes of interpretation, the responses in

the top three categories will be considered positive, while the responses in the bottom two categories will be considered negative. Almost Always 86-100% positive/Generally 66-85% positive/Frequently 36-65% neutral-positive/Sometimes 16-35% negative/Rarely 0-15% negative. Findings and observations were based on opinions of the investigator, the project director and her administrative assistant.

Objectives/Responses/Findings and Observations

The Urban Staff Development Laboratory as a teacher training program designed to provide service to Model Neighborhood residents and students established an initial objective which related to human relations. The teacher as facilitator/manager of student learning needs the skills for communicating effectively with a consequence being increased involvement because problems in relating to parents and students would be minimized. The teacher's ability to focus on her actions and role and more importantly on how that role and action affect children and adults requires continuous investigation. The teacher who is aware of himself and his affect on others would naturally be better able to use himself in ways commensorate with the needs not only of the students taught but also with those of parents and community.

Objective one as stated was to increase the interpersonal awareness needed for dealing effectively with children and adults in the urban area. The aim was to provide teachers with human relations skills which would enable them to focus on their roles and actions and how they affect children as learners. Table 20 illustrates the responses by staff and trainees to objective one.

TABLE 20

Staff and Trainees Responses to Objective One - Human Relations

Staff			Trainees	
Interim	Post		Interim	Post
41%	39%	Almost Always	40%	35%
35%	22%	Generally	40%	41%
15%	26%	Frequently	8%	8%
9%	13%	Sometimes	11%	8%
-	-	Rarely	1%	8%
100%	100%		100%	100%

These results indicate a slight decrease in goal satisfaction. This objective was a major consideration in the early part of the program and consequently two courses were offered that were specifically geared to the urban child "The Urban Child and His World", and "Contemporary Issues in Urban Education". There was less direct emphasis on this objective toward the end of the project and that trend is reflected in the post-assessment results.

Classroom Environment

Traditional classrooms, as supported by practitioners in classroom environment, have generally not been conducive to increasing student achievement. The environment which is organized for individual learning supports theories of child growth and development and theories of learning as they apply to classroom instruction allow for greater student participation and increased achievement.

Objective two was designed out of teachers needs to create classroom environments which would facilitate student learning.

TABLE 21

Staff and Trainees Responses to Objective Two - Classroom Environment

Staff			Trainees	
Interim	Post		Interim	Post
33%	43%	Almost Always	24%	33%
25%	43%	Generally	43%	42%
17%	17%	Frequently	18%	8%
17%	-	Sometimes	7%	14%
8%	-	Rarely	8%	3%
100%	100%		100%	100%

These results indicate a general increase in goal satisfaction. The responses suggest that the trainees had acquired skills for creating classrooms to meet individual student needs. Faculty trends were more positive suggesting that as observers of teachers classroom performance, they had seen differences in the environments from the interim to post-assessment.

Reading and Math Improvement

Reading and mathematics are essential skills for academic and occupational goals of students. Increasing overall reading and math skills and scores is a priority in Washington, D.C. schools. As stated

in a previous chapter, Model Neighborhood students' scores in grades three and six were still almost two years below national norms.

Strategies for reducing these trends had been used in some classrooms through creative arrangements which allowed for utilization of a variety of reading materials and approaches. Basal readers, Young Owls, Older Owls, the Martin Series (Sounds of the Distant Drum, Sounds of Mystery, Sounds of the Storyteller, etc.), magazines, books made by children, cuisenaire rods, geoboards, geoblocks, tangrams, A Blocks, a variety of measuring apparatus, have been some aides used. Unifon, Words in Color, the Phonovisual Method, the Eclectic approach, Madison Project, School Study Mathematics Project, Illinois Project, have been some approaches used for increasing reading and mathematics proficiency of students.

Project training staff offered courses in "Developmental Reading", "Teaching Reading in the Elementary/Secondary School", "Mathematics Diagnosis and Remediation". Objective three was stated to improve reading and mathematics skills of students and was to be accomplished through diagnosing skills of students and plan provide remediation through the use of a variety of materials, approaches, and techniques. A philosophy towards reading was to be developed wherein reading would be incorporated into the total curriculum.

Staff and trainees indicated a high degree of satisfaction to the objective. Participants were provided not only with creative skills and teaching patterns but also with methods that have always seemed to work in increasing student achievement in reading and mathematics.

TABLE 22

Staff and Trainees Responses to Objective Three - Reading and Math Improvement

Staff			Trainees	
Interim	Post		Interim	Post
46%	50%	Almost Always	31%	38%
26%	35%	Generally	28%	36%
-	10%	Frequently	14%	15%
5%	5%	Sometimes	13%	6%
23%	-	Rarely	14%	5%
100%	100%		100%	100%

Human Relations (Identity)

Problems in student learning have also been correlated to a lack of student positive self-concept and identity. The teacher has been the scapegoat when the fault lies in the larger society. Educators sensitive to this problem as a factor in student learning potential utilize productive strategies that cause the child to view himself as a valuable resource and human being. Not only does his classroom reward successes in the way he is allowed to function but the teacher reinforces his self-concept through accepting and respecting his ideas and thoughts. She also provides materials that focus on his culture. For instance, most Black children until very recently have read from Dick and Jane books where children are White and have a lifestyle in most instances dissimiliar to theirs. Materials used in classrooms now include Black children with whom students can identify. Music and historical experiences are also provided which foster self-esteem and respect.

Objective four simply stated to help Black children develop a positive self-concept and sense of identity. The figures suggest that this objective had been accomplished satisfactorily. However, there was some feeling that more Black Studies should have been incorporated into the program. Courses offered in the area were not as extensive as some candidates expected.

TABLE 23

Staff and Trainees of the Urban Staff Development Laboratory Responses to the Objective Four

Human Relations - Identity

Staff			Trainees	
Interim	Post		Interim	Post
55%	29%	Almost Always	38%	42%
18%	42%	Generally	35%	36%
18%	29%	Frequently	10%	13%
9%	-	Sometimes	11%	6%
-	-	Rarely	6%	3%
100%	100%		100%	100%

Research and Evaluation

Objective five was initially constructed out of the need of some candidates for more insight into better ways of evaluating students and the need to make recommendations to pupil personnel services in the system. The candidates were also required to complete a research project consequently, skills in the area of research were needed. Emphasis

on the objective was not realized until later in the phase of the project, therefore, the findings in Table 24 reflect negative trends during the interim assessment especially by the staff.

TABLE 24

Staff and Trainees Responses to Objective Five
Research/Evaluation -

Staff			Trainees	
Interim	Post		Interim	Post
-	25%	Almost Always	22%	28%
20%	50%	Generally	23%	43%
-	25%	Frequently	21%	12%
40%	-	Sometimes	11%	12%
40%	-	Rarely	23%	12%
100%	100%		100%	100%

The results also indicate a marked shift to the positive. Emphasis on learnings in research are reflected by the post-assessment figures.

Leadership

The project was designed to help teachers become resource teachers who could assist other teachers in the classroom with their instructional program. The project not only provided trainees with cognitive and affective skills which they could use immediately in the classroom but strategies for enhancing their own personal growth were included. Their leadership skills were increased by the operating format. The interactive

sessions could be used for sharing and each trainee had the opportunity to analyze his own behavior and role as a consequence of his involvement. Feedback on that behavior and role could also be received.

"Value Clarification" and "Staff Development Seminar" were several courses directly designed for such investigation. The objective as stated was to become a resource teacher to assist other teachers in the classroom with their instructional program. This objective was the most difficult for the trainees to actualize and realize because most operated within self-contained classrooms and the role is one identified with outside classroom functions. This objective consequently had to be completed and positions were filled by project graduates in staff development aspects of the "system".

TABLE 25

Staff and Trainees Responses to Objective Six - Trainee Leadership

Staff			Trainees	
Interim Assessment	Post Assessment		Interim Assessment	Post Assessment
-	-	Almost Always	26%	24%
66%	50%	Generally	25%	32%
17%	50%	Frequently	15%	15%
-	-	Sometimes	23%	9%
17%	-	Rarely	11%	20%
100%	100%		100%	100%

Community Involvement

Model Neighborhood residents need and want to be involved in the educational process of their children. It was the objective of the Urban Staff Development Laboratory to increase its (MN) residents knowledge of techniques for teaching reading and math, environmental control, child growth and development, drug abuse, and strategies for the involvement of themselves in making decisions relevant to their neighborhood schools. Trainees and staff considered this to be another long range objective with hopes of merely beginning investigation and implementation of strategies for increasing residents skills in various areas. There was an overall decrease in satisfaction relating to this objective. A great deal of time was needed to fully accomplish this objective, and even though all participants were widely engaged in community projects at the beginning of the program most were discontinued when research projects had to be completed.

TABLE 26

Staff and Trainees Responses to Objective Seven - Community Involvement

Staff Assessment			Trainee Assessment	
Interim	Post		Interim	Post
33%	25%	Almost Always	37%	25%
50%	25%	Generally	31%	34%
-	26%	Frequently	13%	11%
-	24%	Sometimes	15%	22%
17%	-	Rarely	4%	8%
100%	100%		100%	100%

The final objective grew out of the teachers' need to better understand their students through a better understanding of the effect of community and environmental conditions on learning. Involvement in the community to understand how students live was the need expressed by trainees in initial sessions. Teachers easily become removed from experiences of their children outside the school and the need for bridging the gap to foster greater understanding was important.

The results of the assessment indicated an overall positive response to the accomplishment of this objective, although there was a slight decrease in post test opinions on the part of both the staff and trainees. Participants exhibited a high degree of initial understanding of the community and environmental conditions and courses especially, "Psychology of the Ghetto", offered early in 1971 augmented previous understanding. Involvement at the community level (drug abuse, recreation programs, after school study groups, etc.) also fostered greater understanding by the trainees to community needs and problems.

TABLE 27

Staff and Trainees Responses to Objective Eight - Community Involvement

Staff			Trainees	
Interim	Post		Interim	Post
42%	33%	Almost Always	53%	46%
50%	50%	Generally	30%	34%
-	-	Frequently	11%	8%
-	-	Sometimes	4%	10%
8%	-	Rarely	2%	2%
100%	100%		100%	100%

Rank Order of Objectives

Further indicators of objective accomplishment were obtained through placing responses of both populations (staff and trainees) in rank order. The responses of the staff and trainees were totaled for each objective using the top three categories as positive (Almost Always, Generally, and Frequently) and Sometimes and Rarely as negative categories and placed in order from 1 to 8. The category designated Frequently is statistically considered the neutral category but for the purpose of this paper the responses in that section are valued as positive. This procedure was used for both interim and post-assessment results. Note that on the trainees scale, objective seven and eight (interim assessment) and six and seven (post-assessment) when totaled were similar, consequently their ratings mathematically were similar with 7,8-1.5 and 6,7-7.5 respectively.

TABLE 28

Staff Responses Ranked

Objective	Interim Assessment	Post Assessment
1	2	6
2	6	1
3	4	2
4	3	5
5	8	4
6	7	8
7	5	7
8	1	1

TABLE 28 (con't)

Trainees Responses Ranked

Objective	Interim Assessment	Post Assessment
1	3	3
2	5	4
3	7	5
4	4	2
5	8	6
6	6	7.5
7	1.5	7.5
8	1.5	1

Community involvement and increasing reading and mathematics skills are priority concerns for the Model Cities program. These results indicate that the staff when using the post-assessment results only considered the objectives established relating to classrooms environment (Obj. 2), reading and math (Obj. 3), and understanding the community (Obj. 8) as having been better satisfied with rankings of 1, 2, and 3 respectively. The trainees responses when placed in order showed understanding the community (Obj. 8), improving Black identity (Obj. 4), and interpersonal awareness (Obj. 1) as having been satisfied greater. Initially, the trainees expected a great deal from the project in the area of classroom environment. The results indicate that their need was satisfied somewhat with (Obj. 4) being ranked fourth.

There was a major decrease in the area of community involvement as suggested by a drop of 1.5 to 7.5 from the interim to post-assessment. Again as the project evolved community project requirements were discontinued. Responses reflect that decrease in emphasis. Many of the

research projects did though attempt to replace the community projects in terms of focus. Even though some staff was less involved with this aspect of the program, the project director continued this major concern by conducting a series of workshops for community persons designed to 1) foster their involvement in educational decision-making, 2) focus a resolution of community problems, and, 3) extend the teaching-learning process to the home through increasing parent knowledge and skills related to assisting their children at home. Community involvement as envisioned by the project had to be a long range objective, for its total satisfaction could not be completely attained when consideration given to other project and outside requirements and responsibilities of the trainees.

The major benefit of administering the instrument was in helping with the decision-making process. For instance, deficiencies in research skills necessitated the hiring of a professor proficient in research methodology. Reading and mathematics improvement as a priority also caused the project director to hire a professor skilled in reading post-assessment results reflect the gaines made through acquisition of both faculty members.

Both instruments that were administered to the Staff Development Laboratory staff and trainees included open ended questions which were designed to assess specific aspects of the program. Aspects considered on the opinionnaires included support, leadership of the project director and faculty, curriculum, program operation and elements, and materials.

Support

Continuous support is the crux of staff development. Support provided to Staff Development teachers included: 1) classroom supervision, 2) individual conferences, 3) demonstrations, 4) acquisition of materials, and any other assistance as defined by teachers.

TABLE 29

Staff and Trainees Responses to Specific Aspects of the Program

A. Staff Responses:

	A Great Deal	Some	None Requested	Requested None Received
Direct assistance	25%	75%	---	---
Class supervision	---	75%	25%	---
Individual conferences	75%	25%	---	---
Demonstrations	---	100%	---	---
Acquisition of needed materials	50%	50%	---	---
Other support	33%	67%	---	---

B. Trainee Responses:

	A Great Deal	Some	None Requested	Requested None Received
Direct assistance	51%	49%	---	---
Class supervision	36%	45%	19%	---
Individual conferences	47%	47%	6%	---
Demonstrations	12%	58%	24%	6%
Acquisition of needed materials	33%	64%	3%	---
Other support	22%	63%	7.5%	7.5%

C. Staff and Trainees Responses:

	Staff		Trainees	
	Very-Mod. Sat.	Not Sat.	Very-Mod. Sat.	Not Sat.
Leadership	100%	---	73%	27%
Curriculum	100%	---	80%	20%

TABLE 29 (con't)

	Staff		Trainees	
	Very-Mod. Sat.	Not Sat.	Very-Mod. Sat.	Not Sat.
Program Operation	100%	---	79%	21%
Instruction	100%	---	95%	5%
Materials	75%	25%	94%	6%

Seventy-five percent of the staff responses indicated that they gave a great deal of support through individual conferences. Teachers were more diverse in their opinions; six percent of them stated they had requested support through demonstrations and demonstrations were not received. Many factors may have contributed to that situation including the fact that some staff had had little training in classrooms with children.

Materials

Materials were the only area in which the staff of the Urban Staff Development Laboratory were not completely satisfied. The system for acquiring and distributing materials for the USDL was not refined as had been the case with the Innovation Team. It took much longer for materials to be ordered and distributed through the Laboratory.

Leadership

There was one-hundred percent agreement by the staff that the leadership of the project director was good. Candidates of the SDL, however, were not as unanimous in their opinions about the faculty.

Twenty-seven percent of their responses fell in the "not satisfied" category. The responses about the faculty leadership was none-the-less positive with seventy-three percent of the responses falling in the "very to moderately satisfied" category.

Although participants reported that the program faculty was qualified, provided dynamic leadership and demonstrated a sincere desire to impart knowledge, there were some concerns related to a lack of communication among staff as well as a lack of direction, and unity which lead to dissatisfaction with some instructors.

At the post-assessment, participants reported a high opinion of some faculty indicating good leadership and professional problem-solving techniques.

Curriculum

The broad spectrum of ideas, learning experiences, and instructional patterns with a focus on self-improvement of not only the teacher but the child with a refined final product was overwhelmingly supported. Some teachers, however, had problems applying learned patterns in the classroom suggesting that more provisions needed to be made for follow-up support at the classroom level. This previous statement also supported Silberman's feelings that teachers inability to see the relationship between educational theory and practice was one of the shortcomings of the teaching profession.

Some of the teachers also indicated that some courses lacked depth specifically those in the area of Black Studies. Responses at the post-assessment were generally positive since many candidates supported the focus and the content of the courses.

Program Elements

Participants felt that certain innovative concepts encompassed in the program structure were both helpful and satisfied. Specifically, the humanistic approach, cooperative program planning involving both staff and students, institutions and agencies.

The elements viewed as a source of dissatisfaction, primarily centered around the problems involved in designing and operating a program simultaneously. Those issues of greatest concern to the participants related to changes in degree requirements and the absence of a well defined structured operational format for the academic aspects.

Participant responses at the post-assessment indicated that the program progressed as well as could be expected given the varied background experiences of the candidates; that the program should be encouraged and promoted, and that the basic design was good. The faculty responded that as the program progressed, drastic improvement was seen which is one of the goals of any new project; that the Urban Staff Development Laboratory emerged from a hectic frustrating embryonic stage to a dynamic on-going vital program.

Operation of Training Sessions

The organizational patterns utilized by the Laboratory as viewed by the candidates were satisfactory. The organizational patterns were considered structured by some and unstructured by others. Continuous assessment of needs in terms of participants work schedules were considered. For instance, prior to the establishment of summer courses, the teachers were polled and it was found that some had been working in various summer programs and there was a need to stagger classes.

While many teachers seemed to be satisfied with the structure and lack of problems with the organization, one teacher considered the operation poor. This suggests that the individual might have been previously involved in highly structured situations when it was the intent of the Urban Staff Development Laboratory to be on-going, open and flexible not only in the way operations were designed and in the way problems were handled, but also in the expectation that staff would not know all the answers. We merely had some notions about how to acquire answers to their questions.

Instructional Methods and Techniques

Those instructional methods found to be most satisfying by participants focused on the small group discussions and interaction, experiential methods, individualized instruction, good materials and content, and the use of resource consultants.

Areas of dissatisfaction on the part of participants centered around some individuals who dominated large group seminar discussions

and the use of final exams (in some cases) as a means of evaluating learning.

As the post-assessment candidates stated, they had not only learned many techniques to take back to their classrooms, but the process used also helped them in many personal ways. Most felt the program should be more widely advertised.

Summary

The objectives established by the Urban Staff Development Laboratory were indeed comprehensive and the assessment trends were positive in all eight areas. The focus had been that specified by the decision-makers and in keeping with current trends such a process establishes the validity of the objectives.

The staff indicated that the project, the Urban Staff Development Laboratory, was generally good.

Excellent			Good			Fair			Poor			Total
12	11	10	9	8	7	6	5	4	3	2	1	
---	---	---	67%	33%	---	---	---	---	---	---	---	100%

All responses fell within the good category with over 66% falling within the categories' upper range.

The candidates were generally more positive in their overall evaluation of the program. Seventy percent of their responses clustered around the good and excellent category.

Excellent			Good			Fair			Poor			Total
12	11	10	9	8	7	6	5	4	3	2	1	
34$	3%	26%	20%	11%	11%	3%	11%	6%	3%	-	3%	100%

While both populations considered the project good, there were some problem areas, specifically those which related to acquisition of materials, the leadership of some faculty, and the content of some courses.

CHAPTER FIVE

OPEN CLASSROOM METHODOLOGY AND ACHIEVEMENT AS RELATED TO THE URBAN STAFF DEVELOPMENT LABORATORY

CHAPTER V

OPEN CLASSROOM METHODOLOGY AND ACHIEVEMENT AS RELATED TO THE URBAN STAFF DEVELOPMENT LABORATORY

In the previous chapters a discussion of the overall design and assessment of the Urban Staff Development Laboratory was set forth. The value of the project has been determined by the staff and trainees opinions, but a greater measure of its success or worth will be attained through an examination of the effect of the new learnings on the students taught by the trainees. The investigator, in this chapter, will present current thinking in the area of open education and will establish relationships between climate in the classroom and achievement of Urban Staff Development Laboratory classrooms and schools.

Open Education/Open Classroom

The increasing discussion and debate in and out of educational circles about open classrooms was borne out by Federick Andelman in an article in the 1972 November issue of the Massachusetts Teacher which included the open classroom as an educational practice inclusive in the term open education. He stated that:

> "There is great confusion as to what the term open education means and as to what open education is. A partial list of the educational practices which are considered to be open education would include open classroom, open schools, open concept education, the integrated day, individually prescribed instruction, contract learning, learner-guided instruction, open access curriculum, open space

> schools, schools without walls, open campus schools, British infant or primary schools, family groupings, non-graded schools, open labs, school within a school, open corridor, intergrated courses, etc." [24]

Individualization is included as an aspect of open education. Both the role of the student and the educational process are changed within such an instructional system. The relationship of student to teacher becomes more collaborative because greater emphasis is placed on the student as being responsible for his own learning. Ideally, the child chooses his own learning activities based upon predetermined sequenced activities defined in behavioral terms. The teacher who is a facilitator/manager of the child's learning provides continuity by assisting, evaluating, and redirecting.

The ecology of the classroom is innovative in the open classroom. Space is utilized in novel ways. Learning stations, centers, or bays are established for each major instructional area. For instance, mathematics, social science, and reading centers would not only include commercial materials, media, environmental aides, but task or activity cards would direct the use of equipment and other related learnings. A variety of teacher-pupil and pupil-pupil relationships are fostered within the environment which allows for free movement.

The child development theories and practices of Swiss psychologist Jean Piaget employed in British infant schools are applicable to the open classroom.[25]

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[24]Frederick Andelman, The Massachusetts Teacher, November, 1972, pp. 14-17.

[25]Frederick Andelman, ibid., p. 16.

Piaget holds that the educational process is based on a child's natural curiosity and a loving teacher, rather than a rigidly prescribed curriculum and that the child is able to pace himself according to his own interests with the teacher as a helper and a partner in the learning process. The instructional program in the infant schools is extremely integrated with few distinctions made between mathematics, sicence, art and language.

Open education also holds all children to be different, consequently, they learn different things at different rates, according to different interests. The setting where some of this learning takes place, the classroom, is a real place for children, not merely an approximation of a real place. Therefore, the rules which govern their lives in the learning situation should be partially developed by them and should reflect a consensus between them and the teacher.

Judith Evans of the Pilot Communities Program, Education Development Center in Characteristics of Open Education, attributes the confusion surrounding open education to the following causes: 1) assumptions that only exceptional teachers are utilizing the technique; 2) assumptions that an unobtainable picture of teaching is being presented; and, 3) the eclectic use of the term "open" for anything that is an innovation (i.e., the adoption and characterization of a new school program, individual instruction, team teaching, affective education, or architectural changes as open education is often misleading).[26] To equate open education with many different contemporary educational practices may cause the knowledge, experiences and learnings of open

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[26]Judith Evans, Characteristics of Open Education, TDR Associates, USOE, 1971, p. 86

education proponents to be misunderstood or rejected by people who are responding to stereotypes. Its critics call it vague (A. Etzoniom, 1971) while its adherents continue to write about it (C. Silberman, 1970; R. Barth, J. Featherstone, 1971, etc.).

Evans considers open education to be an evolutionary process; that is, change is always occurring. Static models, or even educational models per se, prescriptions, given sets of definitions, or the use of behavioral objectives are deliberately avoided. Instead, emphasis is given to the unique child, specific events, the intuitive reactions of teachers and students engaged in the process of learning. The key word is process.[27]

The structure as provided by Andelman, specifically the use of objectives and constant classroom ecology could evolve into classrooms and schools with aspects uniquely different and unstructured when Evans' idea of evolutionary process is incorporated into the practitioners view of open education or open classroom. Present definitions also make it necessary for its advocates to re-examine curriculum as it is known. It not only asks consideration of skills and integration of skills but it requires that consideration be given to affective components of instruction. It causes questioning in the area of testing and evaluation. Are current practices consistent with child development? The movement as it is being envisioned creates schools and classrooms as they could be, where both the teacher and students

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[27]Evans, ibid, 2, p. 86.

are not only happy and fulfilled but are productive.

Components of Open Classroom Concept

The investigator in reviewing nine components of open education as considered by the EDC study, OPEN EDUCATION: TOWARD AN OPERATIONAL DEFINITION, found the following items ranked in order of importance as viewed by the advocates and practitioners used in the study. Findings were based on views of 28 authors in the area, including Tolstoy, Holt, Dewey, etc.

Very Important

1. ---provisioning for learning
   ---humaneness-respect-openness-warmth
   ---assumptions-ideas about children and the process of learning
2. ---self-perception-the teacher is a secure person and a continuing learner
3. ---instruction-guidance and extension of learning
4. ---seeking opportunity to promote growth. The teacher seeks activities outside the classroom to promote personal and professional growth
5. ---reflective evaluation of diagnostic information. The teacher subjects her diagnostic observations to reflective evaluation in order to structure the learning environment adequately

6. ---diagnosis of learning events. The teacher views the work children do in school as opportunities for her to assess what the children are learning as much as opportunities for children to learn.

Bussis and Chittenden consider provisioning for learning as central to any educational philosophy that stresses the importance of choice for children.[28] A major goal of provisioning is to provide opportunity for choice to engage children in activity which they value and find of interest. The teacher takes responsibility for what is in the classroom and how it affects the children's learning. Consideration of this notion led to placing under this theme not only materials, equipment and furniture which the teacher chooses and arranges, but also the procedures and expectations she establishes.

Respect and honesty are vital ingredients of another component of open education. Ideally the classroom is a place of trust and openness where interpersonal defensiveness have nearly disappeared, and where expression of feeling is encouraged and accepted by the group.[29] The teachers encouragement and personal demonstration of behavior characterized by honesty, openness, and respect for others allows such a climate to flourish. An underlying basis of warmth

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[28]Herbert Walberg and Susan Thomas, Characteristics of Open Education: Toward an Operational Definition, TDR Associates, EDC, USOE, 1971, p. 16.

[29]Herbert Walberg and Susan Thomas, ibid, p. 19.

of relationships is required to support healthy growth and to provide the child with a sense of stabilizing and reassuring presence of people who accept and care for him.

Items within the top ranked categories which received the greatest number of responses by those surveyed included:

A. Provisioning:

---materials are readily accessible to children

---there is overall purposefulness and a sense that the children value their work and their learning

---there is an overall sense of community of mutual respect and cooperation

---children help one another

B. Humaneness-Respect-Openness-Warmth:

---the teacher takes children's feelings seriously

---the teacher respects the children's ideas

---the teacher respects each child's personal style of operating, thinking, and acting

---the teacher promotes openness and trust among children and in her relationships with each child

C. Assumptions-Ideas about children and the process of learning:

---the child must be valued as a human being, treated with courtesy, kindness, and respect

---objectives of education should go beyond literacy, dissemination of knowledge and concept acquisition

---an accepting and warm emotional climate is an essential element in children's learning; learning is facilitated by relationships of openness, trust, and mutual respect

---individual children often learn in unpredictable ways, at their own rate, and according to their own style.

---children are capable of making intelligent decisions in significant matters

Observation of classrooms in Britain and the United States by the Pilot Communities Project in Newton, Massachusetts, (1971) showed that expectations for children, the physical arrangement of classrooms, the role of the teachers, the use of curriculum materials and tests, the direction of activities, the use of time and priorities for children were indeed fundamentally quite different for the open and traditional groups.[30]

The traditional teachers were much more in control of the learning environment with regard to organizing the child's use of time, materials, space, and the curriculum to be studied. They expected children not to talk while working, nor to move about without asking permission. The physical environment was uniformly arranged so that children could conveniently see the blackboard or the teacher from their desks. The teacher stressed keeping all children within his sight so that he could make sure they were doing what they were suppose to do. Use of standardized curriculum materials and academic achievement were given top priority. Testing was used by the teachers for grouping the children the for grading them in comparison with their peers.

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[30]Judith Evans, ibid. 3, p. 120.

The open classroom teachers, by contrast, allowed the children more freedom in the use of time, choice of activities, and ways of working. The children worked individually and in small groups at various activities, which often involved the use of manipulative materials. The children used books written by their classmates as part of their reading and reference materials, and often children spontaneously looked at and discussed each other's work. The teacher concentrated his time with the children by providing intensive diagnostic help rather than giving whole group instruction. Children were encouraged to use other areas of the building and school yard during school time. The children seemed deeply involved in what they were doing. Three of the four U. S. open classrooms used in the study were Black and inner-city.

Open education is a growing educational practice in the United States. Many of the current trends in theory and practice were found to be supported by the trainees of the Urban Staff Development Laboratory. Fifty-five percent of the teachers agreed that the concept of the open classroom was opposite in definition to that of traditional classroom. Twenty-four percent of the candidates stated that they saw no difference between the concepts and twenty-one percent did not respond to the question. When asked to indicate their definitions of open and traditional classrooms they stated:

A. What people generally mean by traditional classrooms:

---timed, rigid scheduling (5)

---the walled room where visitors and teachers must be announced before entering

---a separation of teaching and learning

---stationary seating and desks (5)

---teacher uses didactic methods, always talking to pupils (3)

---that which has been used for many years and does not readily change within current social changes

---self-contained, teacher centered (2)

---the teacher makes all the decisions without the awareness of the needs of the students

---utilizes rote methods (3)

---quiet classroom

---set pattern of teacher question and answer, lecture, tests, drill, authoritarian manner of teaching

---homogeneous grouping

---no use of para-professionals

---outside information isn't permitted into the classroom

B. What people generally mean by open classrooms:

---use of para-professionals

---flexibility in curriculum

---inter-related content areas used in teaching

---modular scheduling

---team-teaching

---programmed learning

---extensive use of supplementary and audio-visual materials

---emphasis on application of theory

---heterogenous grouping and individualization (3)

---I don't know

---small and large group activities

---constructive noise

---making use of first hand experience

---coordination of classroom activities with community resources

---free flow areas of interest (3)

---children frequently regrouped

---freedom (4)

---democratic ideas and process (2)

---many approaches are used to social changes and needs (2)

---all types of information are permitted to enter the classroom

---variety of personnel

---learn and discover

---pupil participation in planning activities

---teacher is basically a guide to learning

---where children gain knowledge and social awareness

---emphasis on intersts of children

---creative expression

---child oriented

Responses indicate that the participants' opinions correlate to current definitions and aspects of open classroom. Opinions of the concept in relation to most classrooms at this time rendered the following results.

	Open	Traditional
A. In most schools in America	3%	97%
B. In suburban Washington elementary schools	50%	50%

C.	In Washington elementary schools	4%	96%
D.	In this school	7%	93%

There is a congruency in opinion in each area except B where participants somehow viewed application of the concept in suburban schools as markedly different from other schools in America, in Washington and even in their own shcool. Historical assumptions about education in suburban schools probably accounts for this difference.

Utilization of open classroom techniques implies the use of newer instructional techniques and new ways of organizing classrooms. One hundred percent of the participants stated that they had been implementing new instructional patterns since June, 1970, and had learned of them through courses, through workshops, through supervisors, developed their own previously learned methods, professional readings, friends, exhibits, open communication retreats. Eighty-eight percent stated they had been using new methods before June and twelve percent said they had not. Intervisitations and sharing were additional ways methods were acquired. One hundred percent of the participants had tried new ways of organizing their classrooms since June. Of those responding yes, 65% were satisfied with the results while 7% were not satisfied,24% were not quite sure. Seventy percent of the participants had tried new organizational patterns before June while 30% had not. Of the 70% responding yes, 32% are still using the same initial patterns while 21% stated they had modified the original patterns somewhat.

Teachers in the D. C. schools have almost always been required to write lesson plans as guides to their instructional program for the

month or week. Open classroom practices would not eliminate the need for some type of planning, in fact the types of plans may be more in-depth and defined to assure the effective implementation and variety of educational practices that fall within the context of open education. Eighty percent of the teachers in the Lab write lesson plans, while 14% stated they did not. Six percent said they sometimes wrote plans. Ninety-six percent of the teachers involve their students in planning; students choose what they wish to study, gather materials related to their study, schedule activities, suggest approaches and activities of interest, select and decide direction, evaluate self and classroom performance daily. Ideas from students are gathered during chart stories or units, questioning or inquiry. Lack of time prevented some teachers from involving students in planning.

Project teachers having implemented new techniques and classroom organization felt they could and were stimulating learning of academic subjects in just about all their students. Eighty-three percent strongly or somewhat agreed they could while 17% somewhat or strongly disagreed. Ninety-four percent of the teachers felt they could strongly influence the personal and emotional development of just about all of their students while 6% disagreed. Eighty-eight percent felt they had a positive influence on the lives of their children and 12% felt strongly that they could not influence the students in their classrooms. Sixty-five percent of the teachers also felt that their students liked school very much this year.

Inputs Received by Teachers to Support Open Education

A variety of skills were provided to candidates in the area of open education. The operational format was in itself exemplary of an open classroom: The large room was set up in bays or centers where a variety of instructional materials and aides were made available for class use. As new skills were learned they became a part of some station or inversely a big idea evolved into multiple smaller ideas that could be integrated into various skills areas.

As much current literature in the area is still that written by educators not related to urban settings, it was necessary to incorporate their thinking into the perspective of the Black child and his world. For example, ideas about learning were acquired from Jerome Bruner, Carl Rogers, Jean Piaget, and Maria Montessori and placed within the context of understanding knowledge and skills of the urban classroom. One reading course developed the concept of learning centers (i.e., What are learning centers? How can they be used more effectively by teachers and students? How are learning centers designed?)[31]

Open Education/Classroom Climate/Achievement

More direct assessment of the validity of the concept and the concept as related to achievement were acquired through administering a series of tests to lab students, to measure classroom climate and reading and math achievement. While it has long been assumed that the affective component of education is vital for learning to occur,

[31]See appendix for further inputs received in area.

historically educators have disagreed as to just how vital it is, and how to measure the importance of such subjective and intangible a thing generically called affective education. In addition, various educators define the affective component in different ways, and, therefore, the measuring instruments they select reflect these biases of education.

The USDL utilized an instrument that attempted to measure the perceived learning climate of both individual classrooms and schools. This decision was based on the assumption that since most formal education takes palce within a group that an understanding of those groups' feelings in classrooms could do much to increase our understanding of affective factors that may affect pupil performance in school. Furthermore, knowledge of classroom climate can be used to provide feedback to teachers, to evaluate certain affective components, and to make inferences about the effects of these components on pupil learning within the classroom. It would also provide the training staff of the Lab with feedback that would help in the services being provided to teachers in specific aspects of the program design, specifically human relations and staff development and other skills related to affective education.

With this in mind, the My Class Inventory was chosen for the purpose of assessing classroom climate in Staff Development Laboratory schools.[32] The inventory contains 45 items distributed over the scales Satisfaction, Friction, Competition, Difficulty, and Cohesiveness. Its primary use is for 8-12 year olds who agree or disagree with each item on a two point scale.

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[32]Developed at Harvard University by Gary Anderson and Herbert Walberg.1968.

The following examples of the inventory scale are presented so as to facilitate an understanding of the general categories outlined above:

1. Satisfaction connotes happiness. Some attributes of satisfaction include enjoyment, pleasure, likes and fun.
2. Friction connotes interaction. Some attributes of friction include fighting, dislikes and anger.
3. Competition connotes attitudes. Some attributes include best, better, and bad (feeling).
4. Difficulty connotes challenge or efforts aimed toward accomplishment of purpose. Some attributes include hardness, hard work, and the thought that work has to be hard.
5. Cohesive connotes groupiness or espirit de corps. Some attributes of cohesiveness include friendliness, working together and playing together.

Method and Procedure

The instrument was administered by a team from the USDL consisting of five faculty members and one staff person. Each person administering the instrument explained the importance on answering each question to the pupils. Each pupil received similar instructions. There were no time constraints. Any pupil who did not understand a question was encouraged to seek clarification from the respective team person administering the instrument.

For the purposes of this paper a population consisting of 280 pupils in grades two through seven are reported on. The major reason

for this is that the same grade levels were used to analyze the achievement data, therefore, the affective data needed to be comparable.

Each grade level section was identified by respective homeroom teachers (a letter code was assigned) to facilitate the collection and processing of data. A table of random numbers was used to select respective sample populations. The instrument was administered to students in the respective schools.

The instrument was administered by grade level and by section. For instance, each administrator distributed the instrument to the individual students of a section. Each pupil then responded to the set of questions on the inventory. As the pupils completed the instrument, the administrator collected them. Each administrator gave the completed inventory to the staff person of the team. The staff person coordinated and tabulated the data with respect to class means. The group means formed the basis for overall analysis fo the data. The instrument was administered to students in grades two through nine, but for the purposes of this paper results from grades three through seven were used.

TABLE 30

Group Means on My Class Inventory (Grades 3-7)

Grade Level	N	Satisfaction	Friction	Competition	Difficulty	Cohesiveness
3	20	19.6	21.4	20.3	18.6	23.9
4	70	20.4	20.4	20.7	16.5	22.4

TABLE 30

(continued)

Grade Level	N	Satisfaction	Friction	Competition	Difficulty	Cohesiveness
5	90	20.1	20.6	22.1	15.8	21.8
6	70	20.9	19.1	20.8	15.3	22.1
7	30	20.4	18.3	19.9	15.0	20.2

Results from My Class Inventory

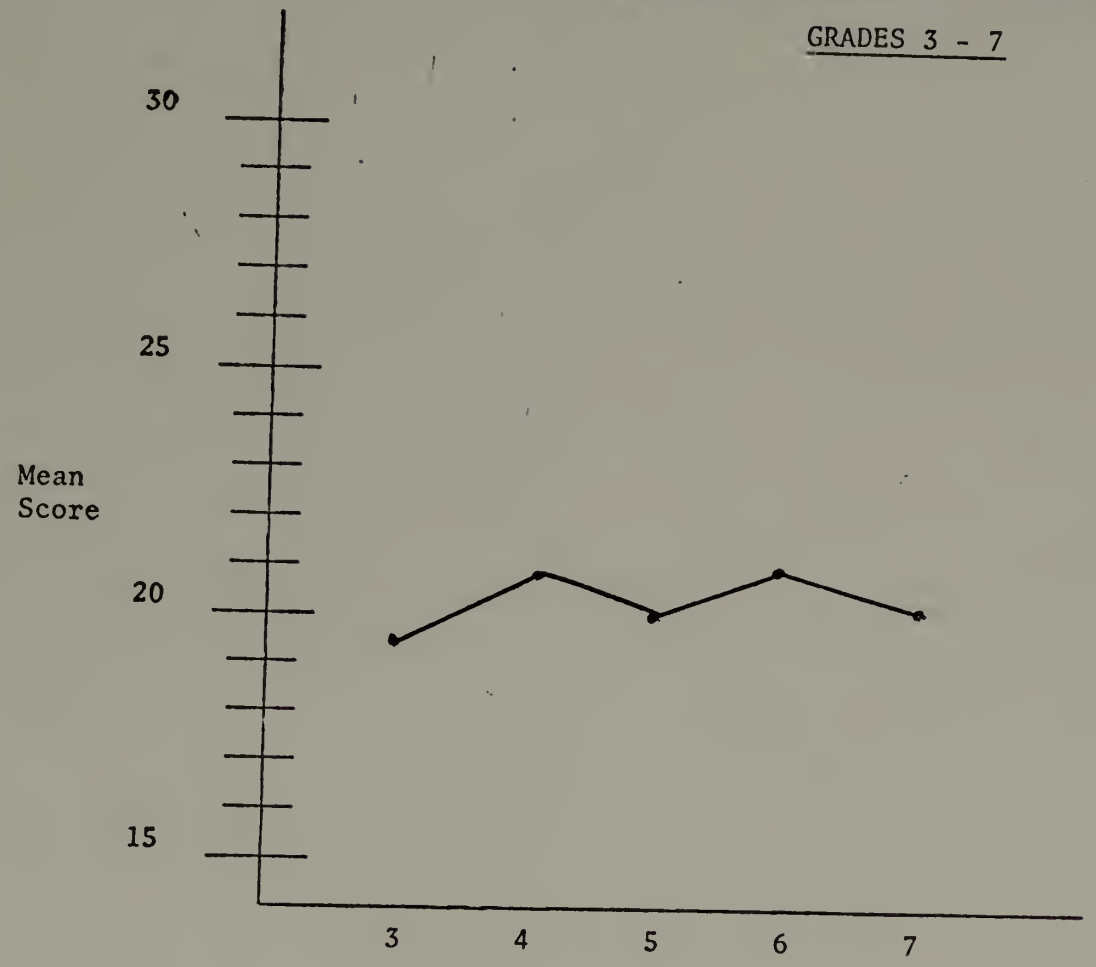
In Figure 1 the data reflect an upward trend in the students' perceptions to the Satisfaction scale. In other words, the longer students stayed in school the more favorable they rated this category with attributes such as enjoyment, pleasure, fun, and likes. This finding is unique for historically research results that used My Class Inventory suggested a downward trend in all categories of the scale. In other words, the higher a student progressed in school, grade-wise, the less interesting and fun-oriented they rated school. The fact that Staff Development Laboratory students' ratings contradicted this national trend is of utmost importance.

In Figure 2 the data reflect a negative trend on the students' perception of Friction within the classroom. That is, the longer this population remained in school, the less likely they were to perceive such attributes such as anger, dislikes, and fighting, within their classrooms. This negative is a desireable quality however.

FIGURE 1

SATISFACTION SCALE MEAN SCORES

GRADES 3 - 7



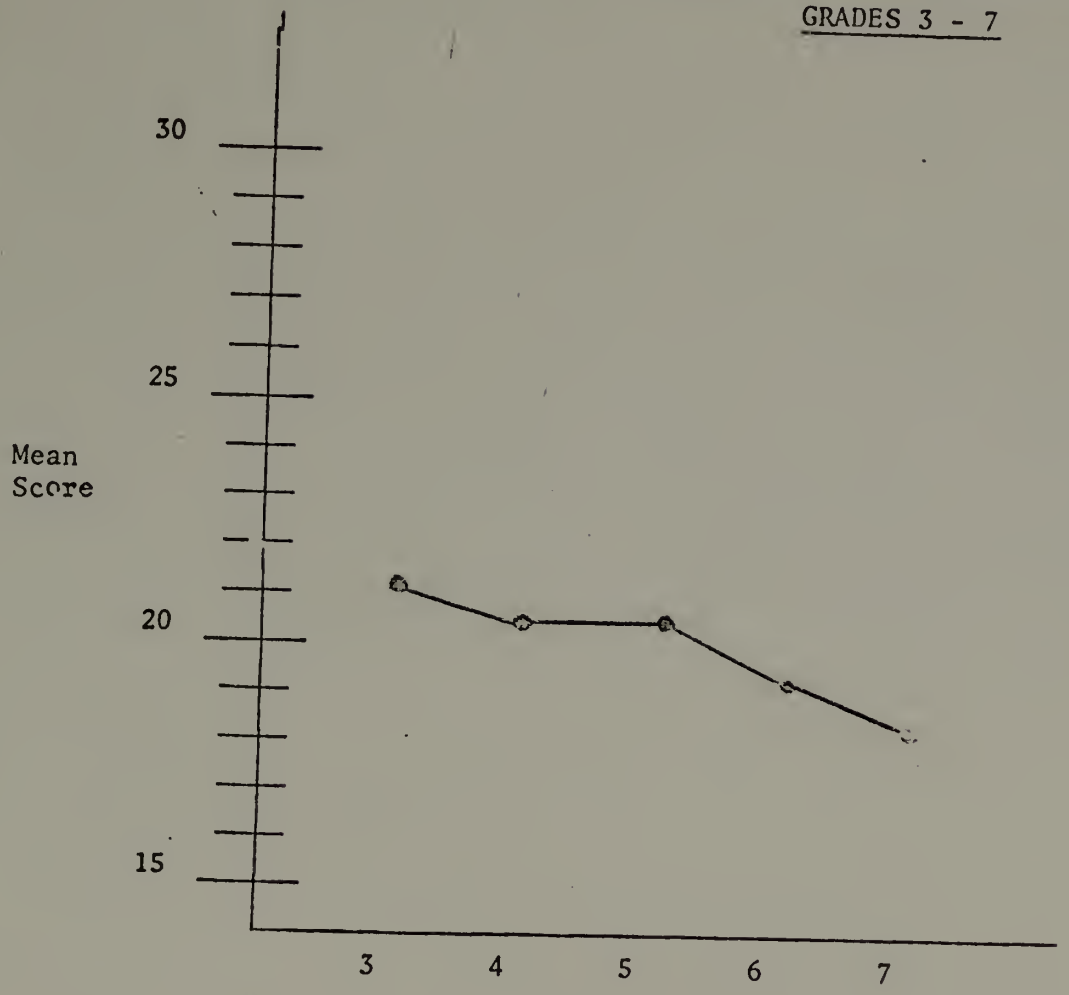
N = 280

3rd	20
4th	70
5th	90
6th	70
7th	30

FIGURE 2

FRICTION SCALE MEAN SCORES

GRADES 3 - 7



N = 280

3rd	20
4th	70
5th	90
6th	70
7th	30

For example, if achievement scores increase, students' anger and dislike for school should decrease. At the same time, ratings in the area of satisfaction would increase. It seems highly plausible that high achievers are more pleased with their schools, their teachers, and themselves. Conversely, low achievers may be displeased with school. These same students may become agressive and strike out at symbols of their frustrations.

Figure 3 reflects mixed feeling and trends on the "Competition" scale. Students in the third grade have similar feelings as students in the seventh grade. The important variance in trends seemed to occur between the middle of third grade and the beginning of the fifth grade.

Students who feel good about themselves and school on the one hand, while perceiving less frustration and anger may view certain kinds of competition as positive and motivating in terms of school work. At any rate, specific guided competition between groups of students seems to result in both better attitudes and higher achievement.

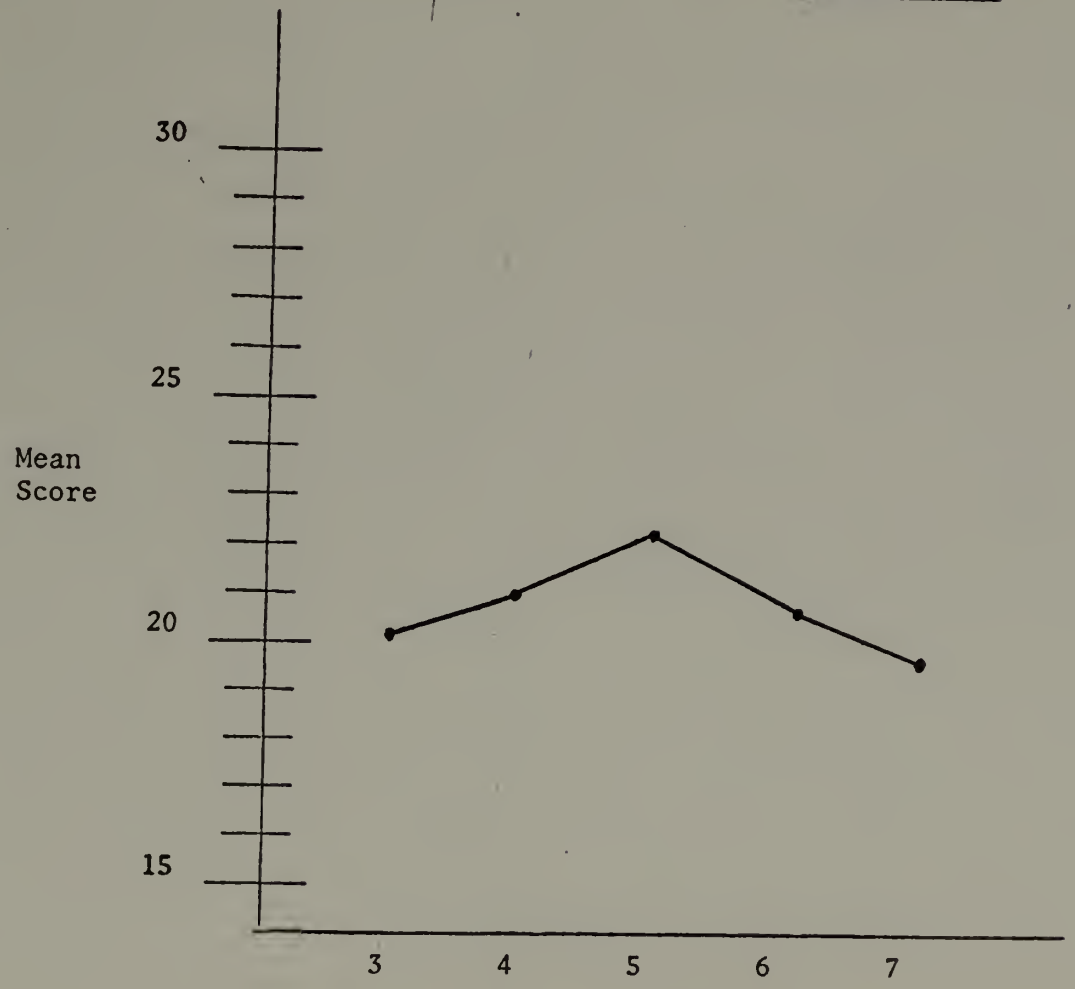
Figures 4 and 5 reflect the students' perceptions of "Difficulty" and "Cohesiveness" in their classrooms. Again, according to previous research with this instrument, the downward trends are typical of students' assessments as they progressed in school.

Some major attributes of "Difficulty" include the degree of hardness, hard work, and thought that work has to be hard. The perceptions of students at the third grade reflected a yes attitude toward the category

FIGURE 3

COMPETITION SCALE MEAN SCORES

GRADES 3 - 7



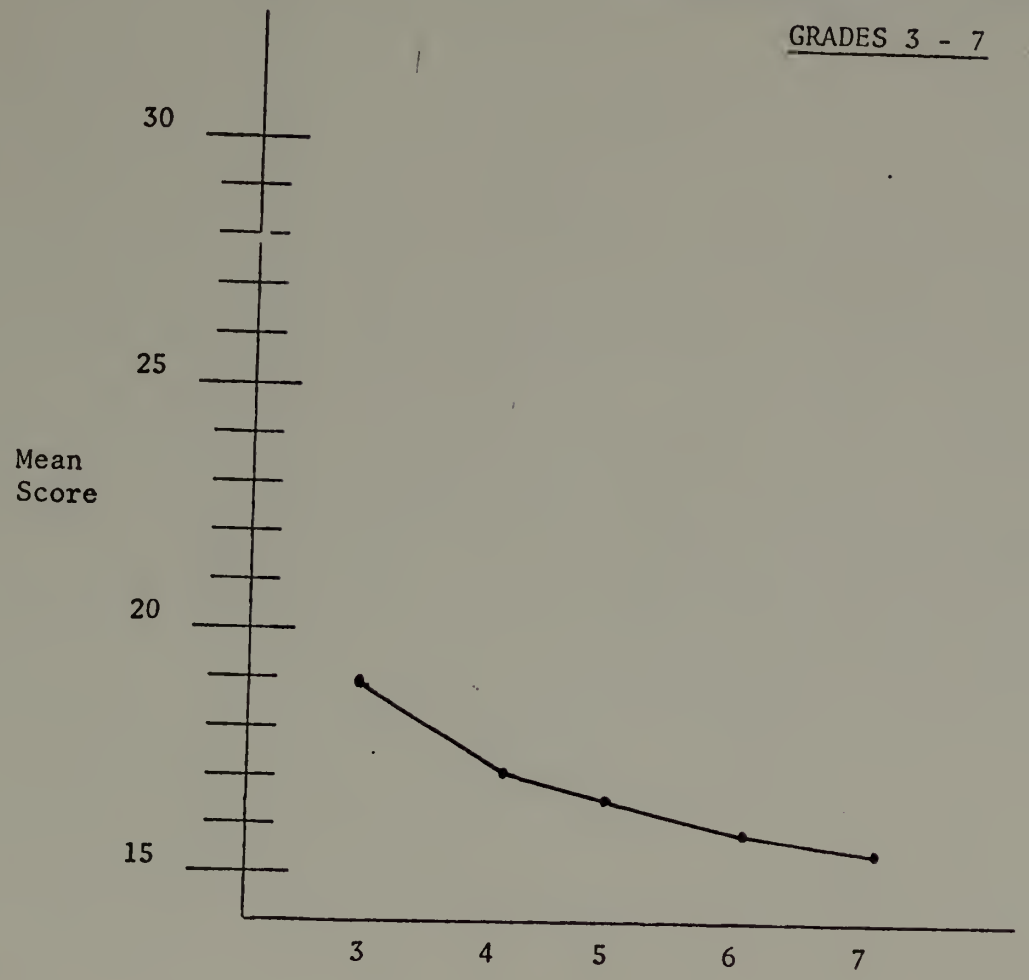
N = 280

3rd	20
4th	70
5th	90
6th	70
7th	30

FIGURE 4

DIFFICULTY SCALE MEAN SCORES

GRADES 3 - 7



N = 280

3rd	20
4th	70
5th	90
6th	70
7th	30

with a steady decline in perceived difficulty as progressed in school. One important reason for this may relate again to the general achievement trends of this population. It seems quite natural that as students gain in particular cognitive skills they will be motivated to achieve more, while concommitantly view the achievement of a higher level skill as more easily attainable due to prior mastery of a more basic set of skills. Again, when viewing this data, one is struck by the rate of decline on the Difficulty scale.

The final category for analysis was the "Cohesiveness" scale. Although the Figure 5 shows a negative trend except at the sixth grade level, it should be pointed out that the students' ratings of this were on the average higher than the other four categories.

The category connotes groupiness or espirit de corps. Among the attributes used to describe this category are playing together, working together, and friendliness. Students in SDL assessed this togetherness aspect as being very high at the third, fourth, fifth, and sixth grades (means = 23.9, 22.4, 21.8, and 22.11 respectively).

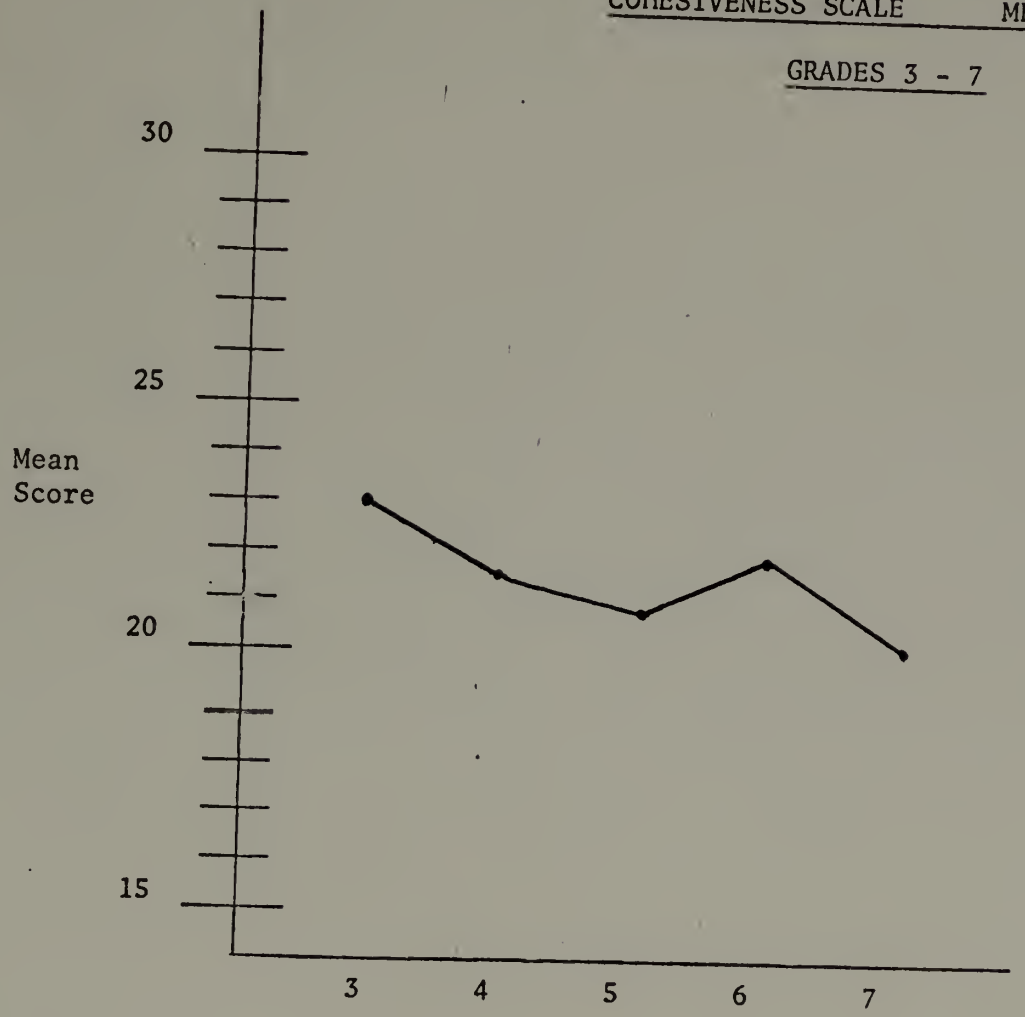
Achievement

If the climate of the classroom where the trends in Satisfaction, Friction, Competition, Difficulty, and Cohesiveness are basically positive, are the achievement levels of students higher or positive Since educators have historically assumed that achievement scores or gains in scores are influenced by the affective factors previously discussed the need to answer the above question is important.

FIGURE 5

COHESIVENESS SCALE MEAN SCORES

GRADES 3 - 7



N = 280

3rd	20
4th	70
5th	90
6th	70
7th	30

Readiness and achievement tests were administered to 498 children ranging from first grade through seventh grade in the test population. The classes had been grouped heterogenously in accordance with the Hobson vs. Hansen court decision.

The readiness test employed was the Metropolitan Readiness Test (MAT) and the test for students in grades 2 - 7 were the California Achievement Test (CAT) and the Comprehensive Test of Basic Skills (CTBS). Although the scores only for the 3-7 grades will be used to draw comparisons in climate and achievement, the investigator will share the trends of students' acores from the 1-2 grades.

There were a total of 45 children reported on who took the MAT in the fall term of the first grade. The data indicated that as a group the SDL children had a mean score of 49.71 which yields a rating of average. These scores indicate that as a group this population is likely to succeed in first grade work and experience success in beginning reading.

TABLE 31

Metropolitan Readiness Sub Tests

Grade	Word Meaning	Listening	Matching	Alphabet	Numbers	Copying	Total
1st M	6.28	8.47	7.80	11.86	9.88	5.66	49.71
SD							

The children scored superior in their knowledge of the alphabet, a major indicator of having success in beginning reading, while scoring low normal in the categories of word meaning, matching, and copying.

The results shown in Table 32 represent achievement tests for grades two through seven. The data indicate that although there were certain skill deficiencies within this group of children that their total scores were near the expected norms. The reading vocabulary scores are 158 below expectation while scores on the arithmetic concept battery were only .21 below average. Average denotes the ratio of expectation between years of instruction and achievement. For example, 2.00 - 1.79 = -.21.

The children in this population had an overall relatively poor arithmetic concept score in the primary grades but greater increases in this area are seen between the third and fifth grade. This trend seems to hold true for the SDL children as a group, that as they progressed through school their proficiency in skills areas also increased. For instance, children progressed from 2.07 in the third grade to 3.23 in the fourth grade, from 3.23 in the fourth grade to 4.38 in the fifth grade (see Figure 6).

Reading scores for Model Cities children in 1970 were 4.6 in reading grade six and 4.5 in mathematics grade six, SDL children MC, scored 5.20 in Reading and 5.47 in mathematics. SDL children used in this study had made significant gains over Model Cities children tested the previous year.

TABLE 32

Mean and Standard Deviations for Students
in Grades 3 - 7 on Achievement Batteries

Sub-test	Vocabulary	Comprehension	Total Reading	Computation	Concept	Application	Total Arithmetic
2 M	1.42	1.33	1.29	1.22	1.79	not given	1.45
SD	.665	.627	.644	.623	.762	not given	.608
3 M	1.90	2.12	2.07	2.87	2.25	2.25	2.62
SD	1.661	2.861	2.797	.600	1.051	.777	.685
4 M	3.23	3.35	3.23	3.24	2.70	3.08	2.78
SD	1.180	1.208	1.084	.884	1.403	1.320	1.162
5 M	4.37	4.40	4.33	4.31	4.35	4.14	4.24
SD	1.157	1.348	1.126	.982	1.550	1.467	1.168
6 M	5.07	5.34	5.20	5.60	5.37	5.21	5.27
SD	1.615	1.682	1.448	1.274	1.473	1.507	1.198
7 M	5.94	6.21	6.15	6.02	6.24	5.91	6.02
SD	1.250	1.710	1.027	1.067	1.028	1.009	.851

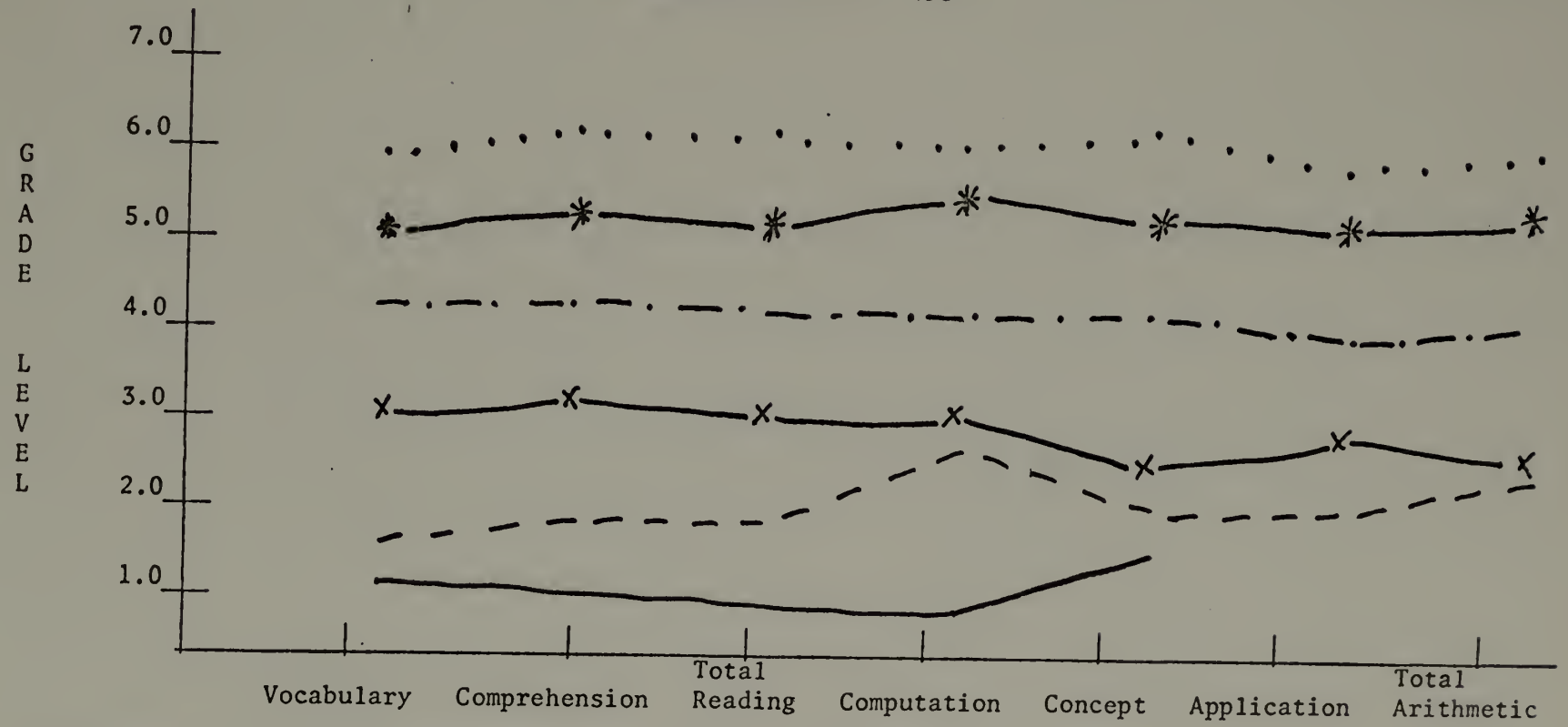
Grade	N
2	76
3	49
4	106
5	181
6	56
7	30

FIGURE 6

SKILL PROFILE: GRADES 2 - 7

SKILL PROFILE: GRADES 2 - 7

Mean Scores N = 498



2nd Grade _____ 4th Grade X___X___X 6th Grade *___*___*

3rd Grade ---------- 5th Grade .___.___. 7th Grade .....

Classroom Climate and Achievement

What emerged from both the achievement data and the analysis of the affective data was a clear trend in linking the two dimensions of instruction in an inferential way. Even though the achievement population was somewhat larger a number of important trends became evident.

The first was that Staff Development Laboratory students achieved at or near grade level on all achievement indices. Between the third and fourth and fourth and fifth grades, students grew in reading 1.45 and in arithmetic 1.36. As indicated in terms of one aspect of the learning climate competition it may suggest that a certain amount is not only necessary but desirable.

As achievement scores steadily increased, students' anger and dislike for school decreased. At the same time students ratings on the Satisfaction scale were increasing. One major reason for this phenomena can be attributed to the relationships between achievement in school and attitude toward school. Displeasure in the learning climate leads to negative feelings about self, learning and low achievement would result. SDL students perceived the classrooms in which they were instructed in as being high in satisfaction, previous findings have shown an inverse relationship between years in school and satisfaction. The longer students stayed in school the less satisfied schooling was and achievement scores were also low. This trend has been especially true as reported by Kenneth Clark. Dr. Clark in Dark Ghetto reported that after studying achievement scores of Harlem youngsters from

elementary and junior high schools that he had witnessed an ironic and tragic inversion of the purpose of education in ghetto schools. As students proceed through school, the further and further behind their grade level in academic performance they became.[33]

This population of USDL students also viewed their classrooms as highly cohesive, somewhat competitive, and less difficult the more time they spent in school. There was an overall positive cumulative effect on learning and classrooms as measured by the tests results.

Not only were the children performing at or near norm levels, but they were increasing their skill mastery with increasing time spent in school. Staff development teachers have made a difference in their children lives as assessed by achievement results and by affective results.

Summary

Open education is a growing educational practice in this country. In this chapter the aspects of open education have been considered. Many candidates of the Urban Staff Development Laboratory viewed their own classrooms as open and results from the My Class Inventory supported their feelings. The inventory consisted of 45 items designed to assess satisfaction, friction, competition, difficulty, and

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[33]Kenneth B. Clark, Dark Ghetto, Harper and Row, N.Y., 1965, p. 124.

cohesiveness in SDL classrooms. Relationships were also drawn between classroom climate and achievement. The results indicated that the trends in both areas were positive suggesting that classrooms were open and that students of SDL teachers were also making significant gains in the areas of reading and math as compared with students tested the previous year.

CHAPTER SIX

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

CHAPTER VI

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The dissatisfaction in teacher behavior, the apparent inability of teachers to bridge the gap between educational theory and practice, and the new focus in urban education for the 70's have generated a variety of new practices in teacher training. Programs made up largely of academic studies, a few courses in professional education and some student teaching have not been sufficient guarantees for the creation of classrooms where urban students learn to read.

The Washington, D. C., schools prior to 1964 were considered ineffective in terms of attitudes that were being reinforced in schools and the processes utilized for acquiring skills, knowledge, and materials. Subsequently, the school system began a renewal process at the classroom level in the Model School Division of the District. In-service training was provided to teachers in the area and a variety of new materials and approaches were used in those classrooms. The Innovation Team evolved in 1967 to coordinate the efforts started by MSD personnel. Team members continued in-service training and supply procurement for the area. The group also provided similar services to other teachers who asked for help. The services that the Team provided to teachers in the target area soon became needs requested by other teachers outside the MSD; consequently, the group began providing their services on a wider scale in various parts of the Washington, D. C., school system.

By 1970, almost six years later, changes could be seen not only in the appearance of classrooms, but also in the approaches utilized by teachers and administrators to initiate change. The University of Massachusetts began to provide support to the Innovation Team with one consequence being the awarding of Masters Degrees in Education to Team members a year and a half later. Learnings from the University were incorporated into the operating format of the team.

The Urban Staff Development Laboratory grew out of the need of educators in the Washington area to provide teachers with in-service training that would, in the process, lead to Master's Degrees. The Model Cities area, an extension of the school systems Model School Division (both areas had the same environmental problems) was considered the school area to upgrade. The Project Director of the Urban Staff Development Laboratory had been an Innovation Team member and consequently the Innovation Team provided her with support in the initial operationalization of the Laboratory.

Most schools in the Model Cities area were represented in the Urban Staff Development Laboratory with teachers from both the elementary and secondary schools. Most of the teachers in this group ranged in ages from 31 to 40 and many had been operating for at least a year in self-contained classrooms in the area. This factor seemed to account for their general familiarity with the problems and needs of the area. During initial orientation sessions participants were asked what their needs were in relation to the program. Their oral responses along with written responses to the same general questions were categorized and an assessment team (consisting of UMass faculty and students and project

staff) designed objectives upon which the Urban Staff Development Laboratory would be evaluated. A consortium composed of local university and college expertise, representatives from the funding agency, and community personnel was also functioning as a helper in this cooperative teacher training effort. The needs of the area necessitated participation by the Laboratory teachers at the community level, consequently one major thrust was active involvement in neighborhood experiences. Since test scores showed that students in the area were almost two years below norms, reading and mathematics improvement were established as one of the priority concerns for the Laboratory.

Opinionnaires (program focus and content) administered twice during the project indicated that the staff and trainees were generally satisfied with the project, being most satisfied with the basic design and operation of the Laboratory. Large and small group interactive sessions were used with a great deal of individual feedback and support. Courses were designed around concerns as expressed in initial sessions with the needs of the degree-granting agency (Federal City College), being incorporated into the basic program requirements.

Herbert Walberg's My Class Inventory and selected standardized achievement tests were administered to the USDL students and relationships were drawn between the climate in USDL classrooms and achievement. Trends as defined in previous chapters in both areas were positive.

Current trends in teacher training programs place more emphasis on stated objectives, program design and process with a product (the teacher), rather than specific courses and time requirements. Descriptions of teacher training program models from various universities and colleges

in this country were similar to the Urban Staff Development Laboratory in many ways. They contained the following elements: 1) they viewed the teacher as a clinician, one who could diagnose or prescribe a series of alternative remedies for a problem; 2) the teacher was seen as a member of a team rather than a testor of hypotheses and specialized staffing was encouraged; 3) each program constructed a modular curriculum to train teachers, built in behavioral objectives and presented these with alternative approaches for achieving them; 4) all models assumed that a management and control system could be developed to monitor a program and help to individualize and personalize them; 5) all models assumed that any teacher who entered the classroom needed a long period of training and a consortium of college and school districts were considered essential to academic training; 6) the models assumed that the real world was too complex for traditional training programs and that a simulation laboratory was a more effective way to teach skills; and, 7) all models assumed that the teacher was a behavioral scientist.

The Urban Staff Development Laboratory as an on-the-job teacher training program in the Model Cities area of the District of Columbia supported and utilized some of the aspects of other teacher training programs; specifically: 1) the teacher was viewed as a clinician, one who could diagnose a problem or prescribe a series of alternative remedies for the child; micro-teaching and training staff as the observer and transmitter of feedback, individualized instruction, peer feedback and intervisitations were used; 2) the laboratory constructed curriculum around specific competencies and objectives for the teacher as the classroom manager/facilitator and for the students

as learners; 3) the effort was based on the expertise of administrators, students, and colleges and universities, community leaders and parents; 4) the consortium and training staff (team) provided the participants with individualized and personalized service.

The program was unique in many ways. First, the designers and program managers assumed that the quality of the program could be maintained through the utilization of the concerns and needs of the clients (participants, students, administrators, parents, and community leaders). Second, the real world had to be an integral part of the training program for it was only through the use of real life experiences that learnings in the classroom could become valid. Simulations were many fold; involvement in the community, classroom testing of skills and learning patterns, feedback and modification, documenting and curriculum development. Skills taught were based not only on cognitive and affective needs of students but on needs as they related to the child's functioning in the real world. Consequently, the objectives of the program, though global, were established to facilitate the needs of the people for whom the program was designed to serve. Third, teachers' learning must be consistent and follow-up support was considered a necessary aspect of the training program in order to bridge the gap between theory as taught in the large and small groups settings and its application in the classroom. Fourth, the program was designed to provide the teacher trainees with degrees in Urban Staff Development to ultimately function as resource teachers in staff development aspects of the school system. Fifth, teachers involved in the program were elementary and secondary teachers. Teacher training programs have previously specialized in the training of elementary or secondary teachers

while it was the intent of the Urban Staff Development Laboratory to provide learning experiences to both groups simultaneously. Many experiences designated as learnings for the secondary child could be applied to the elementary child and inversely the learnings of the elementary child were needed for secondary children. Learning is continuous, only schools are graded and departmentalized. Sixth, the curriculum designed and implemented by the program was specifically geared toward alleviating and upgrading the community under concern, with specific emphasis on elimination of oppressive conditions for urban students. Teaching experiences which would raise the reading and mathematics levels of urban students were also emphasized. Theories related to open education, individualized instruction, alternative reading approaches and construction of behavioral objectives were some of the concepts used to accomplish the major thrusts. Finally, the staff had the support of an existing group (the Innovation Team) for utilization as resources whenever needed. The collaborative effort provided the new training staff with a different design and model for helping teachers over the lecture method used by some of the staff previously. Sharing of materials and helping with classroom follow-up were other ways in which the Innovation Team provided assistance to the staff in their transitional period as training staff.

Conclusions

The Urban Staff Development Laboratory as a teacher training program was complex and many aspects of the program may have been lost in the inability to document all the strategies used by the staff and project director.

The project was designed out of the needs of the Model Cities to upgrade educational procedures and offer degrees to teachers in Urban Staff Development.

A background of oppressive conditions to its residents had been a major problem in the Model Cities area, consequently students were also considered victims of those conditions and this was reflected in reading and mathematics scores which were below norms. Teachers in the area were offered the opportunity to refine their teaching skills with the anticipation that through their improvement in teaching performance, the skills of students would also be positively affected. Eighty-three teachers expressed an interest in the new program and fifty-five were selected. Of that group forty-nine remained through the completion of the first phase of the program and forty-six of those received Master's degrees from Federal City College a year and a half later. The selection process was designed to acquire from the Model Cities schools those teachers to whom the program would be most beneficial. Further study into that process may indicate that another type of selection would have been more appropriate that provided assistance to all teachers who had expressed an interest in the program.

Teachers selected for the program had been classroom teachers in that area for at least a year; consequently, they were familiar with the problems of the area. Most of the teachers though familiar with the area had been initially minimally involved in community experiences. The Laboratory attempted to alleviate the teachers' concerns over parent involvement through active involvement of the

teachers in community experiences. Some measure of success was attained as indicated by the trainees subsequently positive responses to parental involvement in the educational process.

The basic design of the program was integrated with small and large group sessions, individual conferences, and a great deal of feedback and support. The staff operated as a team to maximize the effectiveness of that design. Assistance from Innovation Team members also provided support for the staff in the new manner in which they were operating. The teachers occasional inability to translate between theory and practice necessitated such a process. The expertise of personnel from the University of Massachusetts also augmented the teaching skills and experiences and processes used by the staff.

Eight objectives were established by the Laboratory that were a direct response to the needs of the teachers selected and the Model Schools area. Human relations, leadership development of participants, reading and mathematics improvement, and community involvement were the major considerations of the program. Research skills were also useful in helping teachers complete their degree requirements and were utilized as a method for unifying learnings. The trends in the area of objective accomplishment were generally positive and while it was possible to cite some of the factors that were influential in that trend, all factors were not known. There were major gains in research skills and the establishment of supportive classroom environments as well as a decrease in concern over community involvement. Trends in reading and mathematics were consistent throughout the project probably because courses and emphasis in both areas were

constant. Leadership trends were steady primarily because of the nature of the role. Resource teachers functioned outside the confines of the classroom and only a minimal actualization of that objective could be attained as teachers were operating in their classrooms during candidacy in the USDL.

The instrument was designed to determine choice and frequency of choice in relation to program objectives and contributing factors were assessed somewhat by the open-ended questions. Other judgments were obtained from the project director and her staff and assessment trends support such a direction.

Herbert Walberg's My Class Inventory was administered to students of SDL teachers to assess climate in their classrooms. Trends in all areas were positive with students viewing their classrooms as fun-oriented, cohesive, somewhat competitive, and satisfying. The California Test of Basic Skills showed that the population of students tested had made major gains over Model Cities students tested the previous year. Contributing factors were not all known, but basic trends that related to the general climate in the classroom could be identified. Teacher personality and change in teacher performance also can be assumed as important factors although instruments were not used to make such judgments. Staff observations and observations made during the selection process provided data on specific teachers and their performance in that area.

The teacher trainees although expressing some degree of dissatisfaction with various aspects of the program were generally more positive in their overall evaluation of the program. Many even

judged the Urban Staff Development Laboratory as excellent and suggested that more teachers should be made aware of the program.

Recommendations

It was the intent of the investigator to record, report, and analyze specific aspects of the program with the major intent being to facilitate decision-making. The Urban Staff Development Laboratory was indeed a major effort and although the results and accomplishments by the teachers and students who were involved in it may have a long range impact, the benefit of the program to its clients was somewhat difficult to measure totally. Continuous delineation of objectives and implementation of a methodology for recording and analyzing the project may be needed. Although certain aspects of the Coffing-Hutchinson Methodology "Operationalization of Fuzzy Concepts" were employed by one assessor, the project staff might find it useful to implement more aspects of the Coffing-Hutchinson procedure into the program.

The program objectives and focus were those established to alleviate problems of the Model Cities area of Washington, D. C. Reading and mathematics improvement and community involvment were priorities and it is recommended that these elements should be continued as a major focus since students' future life goals depend on their ability to handle reading and mathematics skills effectively. Further investigation into reading and mathematics achievement tests administered to urban students is also suggested.

The objective which applied to leadership of teachers in classrooms was difficult to actualize in the classroom setting. Only a minimum amount of service to other teachers even in the immediate buildings, let alone other teachers in the area, at this time could be provided. The expertise acquired by Laboratory trainees in Urban Staff Development have enabled teachers to function on a broader and wider level and efforts should be made to explore the possibility of their utilization in the Model Cities area schools in roles other than as classroom teachers. Roles might also be explored which would allow those teachers to remain as classroom teachers and also serve in some helpful teacher capacity for other teachers. Their expertise is still needed in classrooms but other teachers also would benefit from the skills they could share.

Community involvement had to be a long range goal for the Laboratory and its accomplishment will be seen as more teachers begin to work in community oriented aspects of the schooling process and inversely as more parents and community leaders become involved in the schooling process.

Aspects of the program which caused major concern (e.g., the leadership of some staff members) were remedied through a different method of selecting staff members by the project director. Staff, in most instances, were professors selected by the cooperating colleges and universities. It might also be useful to include more psychologists who have had an opportunity to live and/or work outside the Washington, D. C., area. Training staff might also spend more time in the community to continue bridging the gap between schools and parents. Continuous staff development of the teacher trainees would also increase the level

of managerial skills employed by staff which would help minimize participant concern in that area.

No teacher training program is going to meet the needs of all students all the time. Trainees must be sensitive to the change process and how it takes place since it is a slow process and anxieties would be lessened with such understanding.

The Laboratory setting for dealing with learnings proved beneficial to both staff and trainees with both groups considering it a major aspect to be continued. Current issues and problems can be handled effectively in a group setting where feedback and support are vital dimensions.

Elementary and secondary teachers reinforced each other's learnings within the project. On the basis of these tentative results, it is recommended that more secondary teachers should be included into the project as candidates during subsequent project years.

The selection of the project director was a significant factor in the success of the program. The skills possessed by the director in group process, classroom teaching, and administration were vital to the effective management of the program. The ability to understand and foresee problems and their possible solutions was central to the project's success. Similar skills should be possessed by other administrators and the consortium concept should also be continued and reinforced.

Instruments such as Walberg's My Class Inventory were useful for helping teachers to understand the factors in their classrooms which were operating to impede or enhance progress. The instruments (both affective and achievement) might be administered at least several times to SDL students and possibly to a group of comparable size that are non-SDL laboratory children. Observations about the impact of the SDL process on students would have been more reliable had such interim and post-assessment tests been accomplished.

The investigator supports the feelings of teachers in considering the Urban Staff Development Laboratory to be generally good. More teachers should be made aware of the program and aspects of the program might be useful to a fare greater range of individuals.

More in-depth documentation of the project is also supported as another way of recording strategies that can be utilized by educators who want answers to the "How?" wuestions of constructing teacher training programs.

The crisis in urban settings makes it necessary that effective methods be implemented to alleviate oppressive situations. The investigator in consideration of the model used by the Staff Development Laboratory of Washington, D. C., has set forth on the following pages a basic design and some aspects to consider when designing programs to renew urban teachers' performance.

Implementation and success of the implementation efforts will depend on the sensitivity of the designers and a basic awareness of the values of the people for whom the project will service. The child is the

major focus and strategies to effectuate his schooling success through understanding the factors that influence his growth and development is paramount.

Recommended Aspects of Teacher Training Programs for Urban Settings

Assess needs of the area through observations, federal reports, acquiring feedback from people in the area.

Solicit and involve children, parents, community leaders, school administration personnel, universities and colleges in each aspect of the program. Establish a consortium for collaboration.

Define a selection process based on needs of the area to upgrade.

Make initial assessments of participants, their classroom environments, their teaching style and personality, and their needs in both relation to classroom environment.

Select or prepare the training staff to operate as a team. Teachers will need continuous support and the staff operating as a team can support one another.

Construct objectives and competencies around teachers needs and program management.

Involve program assessors in the total process.

Design an operating format that will allow for maximum participation. Large and small group interaction with individual conferences and feedback are examples of elements that might be utilized.

Allow for sharing among teachers at the classroom level. Intervisitations might be used.

Involve parents and community leaders at the classroom level. They might become involved in the educational process through functioning as aides or as leaders in homework centers after school, etc.

Assessment shared periodically with staff and participants allows for a refining of their progress and enhancing their decision-making.

Elementary and secondary teachers need to enter into more collaborative relationships with one another at the classroom level.

Construct courses around student concerns and those as defined by the program managers. Courses for urban settings must be geared to the needs of the area. Black Studies, reading, and mathematics can be integrated into the total curriculum.

New learnings for the teacher and her students should affect the operations of the classroom and the behavior of the teacher. Assessments of that effect could be determined through the use of affective and achievement instruments. Such strategy would help determine whether there has been a difference in classroom environment and teacher behavior due to new teacher learnings.

Design ways in which classroom teachers can share learnings with other classroom teachers. For example, mini-workshops and demonstrations during and after school hours might be used.

Provide for constant feedback to funding agency, the administration, and the school system involved.

The needs of the student are the most important focus for any teacher training program. Children should enjoy the fruits of this society and should have all the skills with which to adequately function.

Acquire materials that will allow for individual differences and learning ranges. Maintain contact with book companies and services whose function it is to disseminate new teaching materials and aides.

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APPENDIX

INSTRUMENTS USED IN SELECTION PROCESS

APPENDIX A

Suggestions for Classroom Observation

(The actual observation period must be 1/2 hour in duration - no more, no less.)

1. The observer must take about five minutes to draw a classroom seating arrangement (see #1a) to be used for Puckett's System of Symbols. (Seating chart changes as class organization changes.)

2. Seat yourself in the least obvious place possible.

3. One observer uses Flander's Interaction Analysis (#1b); the other uses Puckett's Symbols (#1c) plus the class chart.

4. When employing Puckett's System of Symbols, use symbols where applicable and appropriate.

5. Immediately after observation, observers - away from room - draw conclusions with both charts.

   a. What was being learned?

   b. How was what was being learned being taught?

(Place responses on back of seating chart and staple.)

APPENDIX A, 1

Samples of Seating Charts

1.

2. Whole Class

3. Whole Class Small Group

4. Etc.

APPENDIX A, 2

SUMMARY OF
CATEGORIES FOR INTERACTION ANALYSIS

TEACHER TALK	INDIRECT INFLUENCE	1. *ACCEPTS FEELING: accepts and clarifies the feeling tone of the students in a nonthreatening manner. Feelings may be positive or negative. Predicting or recalling feeling is included.
		2. *PRAISES OR ENCOURAGES: praises or encourages student action or behavior. Jokes that release tension, but not at the expense of another individual; nodding head, or saying "um hm?" or "go on" are included.
		3. *ACCEPTS OR USES IDEAS OF STUDENTS: clarifying, building, or developing ideas suggested by a student. As teacher brings more of his own ideas into play, shift to Category 5.
		4. *ASKS QUESTIONS: asking a question about content or procedure with the intent that a student answer.
	DIRECT INFLUENCE	5. *LECTURING: giving facts or opinions about content or procedures; expressing his own ideas, asking rhetorical questions.
		6. *GIVING DIRECTIONS: directions, commands, or orders with which a student is expected to comply.
		7. *CRITICIZING OR JUSTIFYING AUTHORITY: statements intended to change student behavior from non-acceptable to acceptable pattern; bawling someone out; stating why the teacher is doing what he is doing; extreme self-reference.
	STUDENT TALK	8. *STUDENT TALK - RESPONSE: talk by student in response to teacher. Teacher initiates the contact or solicits student statement.
		9. *STUDENT TALK - INITIATION: talk by students, which they initiate. If "calling on" student is only to indicate who may talk next, observer must decide whether student wanted to talk. If he did, use this category.
		10. *SILENCE OR CONFUSION: pauses, short periods of silence, and period of confusion in which communication cannot be understood by the observer.

*There is NO scale implied by these numbers. Each number is classificatory; it designates a particular kind of communication event. To write these numbers down during observation is to enumerate - not to judge a position on a scale.

Summary of Categories for Interaction Analysis

*1. ACCEPTS FEELING: Accepts and clarifies the feeling tone of the students is a non-threatening manner. Feelings may be positive or negative. Predicting or recalling feeling is included.

*2. PRAISES OR ENCOURAGES: Praises or encourages student action or behavior. Jokes that release tension, but not at the expense of another individual; nodding head or saying "um-hm" or "go on" are included.

*3. ACCEPTS OR USES IDEAS OF STUDENTS: Clarifies, builds, or develops ideas suggested by a student. As teacher brings more of his own ideas into play, shift to #5.

*4. ASKS QUESTIONS: Asks a question about content or procedure with the intent that a student answer.

---

*5. LECTURING: Giving facts or opinions about content or procedures; expressing own ideas, asking rhetorical questions.

*6. GIVING DIRECTIONS: Giving directions, commands, or orders with which a student is expected to comply.

*7. CRITICIZING OR JUSTIFYING AUTHORITY: Statements intended to change student behavior from non-acceptable to acceptable pattern; stating why the teacher is doing what he is doing; extreme self-reference.

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*8. STUDENT TALK - RESPONSE: Talk by students in response to teacher. Teacher initiates the contact or solicits student statement.

*9. STUDENT TALK - INITIATION: Talk by student which they initiate. If "calling on" student is only to indicate who may talk next, observer must decide whether student wanted to talk. If he did, use this category.

---

*10. SILENCE OR CONFUSION: Pauses, short periods of silence, and periods of confusion in which communication cannot be understood by the observer.

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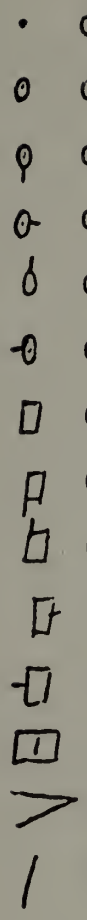
*There is NO scale implied by these numbers. Each number is classificatory; it designates a particular kind of communication event. To write these numbers down during observation is to enumerate - not to judge a position on a scale.

APPENDIX A, 3

Puckett's Symbols



• Child raised hand

Child raised hand, was called on

Child raised hand, was called on, gave single word response

Child raised hand, was called on, gave fair response

Child raised hand, was called on, gave good response

Child raised hand, was called on, gave very good response

Child called on did not raise hand

Child called on did not raise hand, gave single word response

Child called on did not raise hand, gave good response

Child called on did not raise hand, gave fair response

Child called on did not raise hand, gave very good response

Child called on did not raise hand, did not respond

Pupil asks teacher question

Student speaks without being addressed

Remember to place symbol is appropriate place.

APPENDIX B

Bring to the interview, in writing, your feelings and ideas about one or both of the following:

1. What would you like to see changed within the school system, your school, or your classroom? What strategies would you use to make these changes?
2. If you had x amount of money (any amount you wished) to design, initiate, implement, and sustain a viable educational program in your school and feeder schools (i.e., elementary, junior high, and high schools), what type of program would you develop, and how?

APPENDIX C

Checking for Written Responses

FREQUENCY AND DEPTH OF INCLUSION

I. CHILDREN Impact on:	1 Low Level	2	3 Average Level	4	5 High Level
Lifetime					
School Year					
Teacher-Pupil Interaction					
Pupil-Pupil Interaction					
Other					
II. SCHOOL Utilization of Resources: Building-wise					
Administration					
Other Staff Teachers (regular					
Resource Teachers					
Paraprofessionals					
Other					

APPENDIX C

(continued)

III. TRAINING PROGRAMS Recruitment:	1 Low Level	2	3 Average Level	4	5 High Level
Students					
Pre-service teachers					
In-service teachers					
Other					
IV. PARENTS Mores: Traditions					
Other					
V. COMMUNITY INVOLVEMENT Churches					
Businesses					
Public and private organizations					
Clubs					
Other					

APPENDIX D

A Self-Anchoring Rating Scale

(At the beginning of the interview, the panel members will introduce themselves to the applicant.)

First, ask the respondent to describe what, to him, is an ideal classroom. Record the responses as nearly verbatim as possible, and probe until the respondent indicates that he has nothing further to add to the description.

Second, ask him to describe the worst classroom. Verbatim recording and probing are carried out as above.

Third, hand the respondent a pictorial, non-verbal scale, such as the ten-point ladder scale (see #4a). Tell him that the ideal and worst classroom he has just described are the end points of this scale, the best at the top and the worst at the bottom.

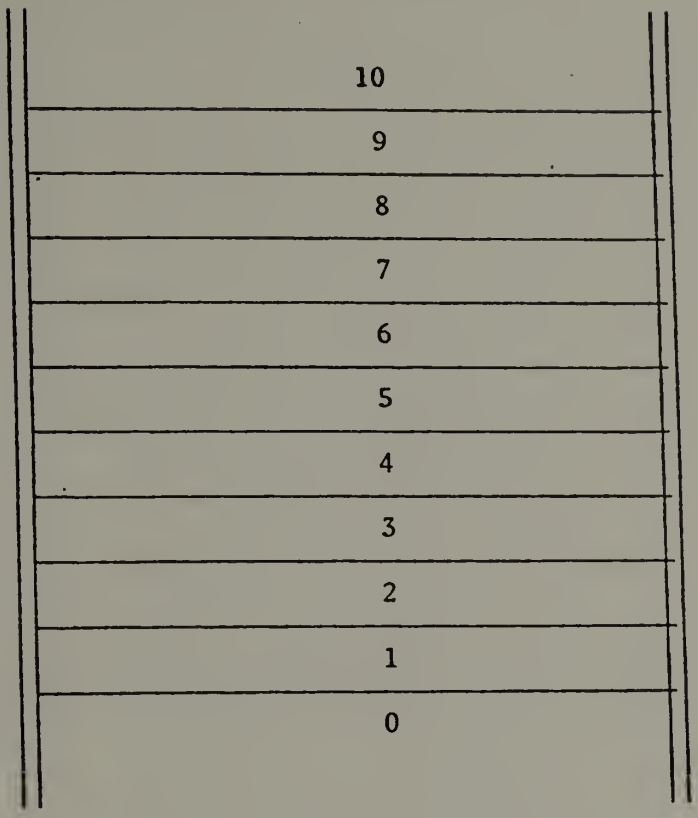
The usual procedure for using the scale is to begin by asking, "Where on this ladder would you say you are now?" The interviewer records the step number to which the person points. This "location of the self in the now" provides an additional reference point useful in further scaling and open-ended questioning.

Other questions to ask include, "Where on this scale were you two years ago? Five years ago? Ten years ago?"

Expectations concerning the future, again in terms of the person's own goal system, may be obtained by asking him where on the scale he expects to be at some time in the future.

APPENDIX D, 1

Ten-Point Ladder Scale



APPENDIX D, 2

What is your classroom like now?

What would you like to change?

What are you doing to bring about some of these changes?

APPENDIX E

Rating Scale

5 -- Program can help this person and person can offer help to program

4 -- Program can help person and probably person can give something to program

3 -- Program can help this person

2 -- Program can probably help this person

1 -- Program cannot help this person

APPENDIX F

Selection Panel Committee

Annie W. Neal - Project Director

Jacqueline Robertson - Innovation Team, Chair-person

Mary Alexander - Innovation Team

Charlene Cooper - Teacher, Hamilton Junion High School
Teachers Union Representative

Veola Jackson - Innovation Team

Ralph Jenkins - Innovation Team

Earl T. Beam - Innovation Team

Louise Boone - Innovation Team

Dorothy Christian - Innovation Team

Arthur W. Eve - University of Massachusetts

Irvin Gordy - Project Director, Innovation Team

Flora Hill - Innovation Team

Lillian Neville - Innovation Team

Marguerite Robinson - Innovation Team

Maxi Wooten - Innovation Team

APPENDIX G

PROJECT STAFF

STAFF DEVELOPMENT LABORATORY GRADUATE DEGREE PROGRAM
FEDERAL CITY COLLEGE
Washington, D. C. 20011

Project Director

Mrs. Annie W. Neal holds an M.A. in Supervision and Administration from George Washington University and a B.S. in Elementary Education from Virginia State College. She is currently doing advanced graduate study, specializing in reading, at the University of Maryland.

Mrs. Neal formerly worked as a member of the Innovation Team, Model School Division, D. C. Public Schools, assisting pre-school through sixth grade teachers. As a member of the Innovation Team, and (1) worked with classes of undergraduate students in reading at the University of Maryland (swapping program); (2) served as supervising director of "PROBE" (Program for Recruitment and Orientation of Beginning Educators); (3) served as the director of the Summer Reading Institute for two years; (4) served as a Team Leader; and (5) became involved in sensitivity training. Additionally, she has worked with Project Discovery, has supervised interns, and has conducted demonstration lessons. She also has experience with audio-visual materials. She has 15 years' teaching experience in the D. C. School System.

Because of Mrs. Neal's extensive training and experience in areas which hold particular relevance to the administrative and operational

requirements of the Staff Development Laboratory Graduate Degree Program, wer feel that she is well qualified to serve in the position of Project Director.

Faculty

Professor

Dr. James Henkelman holds a Ph.D. from Harvard University and an M.A. and a B.S. from Miami University, each in the field of education.

At present, he is Professor of Mathematics and Education at the University of Maryland. Prior to this, he was employed for two years as an in-service director in mathematics in the Saugus Public School System of Massachusetts. Dr. Henkelman also taught mathematics for four years at Fairborn High School in Ohio. His other professional experiences include curriculum development and community involvement.

We feel that Dr. Henkelman is well qualified to function in the capacity of part-time professor in the Staff Development Program.

Associate Professor

Dr. Howard F. Bolden holds an Ed.D. from the University of Pittsburgh, an M.A. from Carnegie Institute of Technology, and a B.S. from Duquesne University, each in the field of eudcation.

Dr. Bolden is currently teaching at Howard University in the School of Education and at D. C. Teachers College in the area of administration

and supervision of secondary schools. Prior to this, he served as principal at Hine Junior High School and Dunbar High School, Washington, D. C., and as a secondary school teacher, for a total of 32 years of service in secondary education.

In light of Dr. Bolden's training and experience, we feel that he is well qualified to function as part-time associate professor in the Staff Development Program.

Associate Professor

Dr. John M. Scott holds a Ph.D. in Psychology from the University of Maryland, an M.A. in Education from New York University, and a B.S. in Experimental Psychology from Columbia University.

Dr. Scott has held the position of Associate Professor of Psychology at D. C. Teachers College for the past three and a half years. Prior to this, he served as a clinical psychologist at Boys Village in Maryland for nine years. At Tuskegee Institute he was Assistant Professor of Psychological and Education Management. Prior employment at Federal City College involved his teaching at Lorton Reformatory Youth Center.

We feel that Dr. Scott's training and experience render him a valuable resource as an associate professor for the Staff Development Program.

Assistant Professor

Dr. Bonnie Siller holds a Ph.D. in Human Behavior from U.S. International University, an M.S. in Counseling from North Dakota State University, and a B.S. in Elementary Education and English from Minot State College.

She has worked at Jamestown College as a teacher of elementary school curriculum psychology, child growth and development, student teaching, children's literature, and test and measurement. Dr. Siller was also leader of a year-long study of educational innovation, using media techniques, in the college setting.

In view of Dr. Siller's experience as leader of the study of educational innovation in the college setting, as well as her teaching experience, we appreciate her service as a full-time assistant professor in the Staff Development Program.

Assistant Professor

Mrs. Grace Raifman holds an M.Ed. degree from the University of Maryland and a B.A. from Brooklyn College, each in the field of education.

At present, she is a consultant to the Interaction Development and International Center. Prior to this, she worked as a project coordinator in the Inner-City Schools Desegregatior Program, designed to facilitate in the process of desegregation through staff development seminars. Mrs. Raifman taught in the public schools of New York City

for two years and in a Town and Country private school for one year, both at the elementary level.

Because of her experience and background, it is felt that she is highly qualified to work as a full-time assistant professor in the Staff Development Program.

Assistant Professor

Mrs. Lucy Ifill holds an Ed.D. degree in Elementary Administration and Supervision and a M.A. degree in Special Education (Mentally Retarded), both from George Washington University, and a B.S. in Elementary Education from Elizabeth City State University.

She has worked in the area of regular and special education at both the primary and intermediate levels for 14 years. She has also functioned as a research consultant to evaluate the Special Education program in Baltimore, Maryland.

In view of Mrs. Ifill's training and experience, we feel that she is well suited to serve in the position of assistant professor on a full-time basis.

Instructor

Mrs. Santha Kurian holds M.S. and B.S. degrees in Physics and Mathematics from the University of Kerala, India.

She was formerly an assistant professor for three years at the S. N. College for Women, Quilon, Kerala, India, and before that, an assistant professor at B. C. M. College, Kottayam, Kerala, India, for one year.

It is felt that she is well qualified to function as a research/resource person, particularly in the area of mathematics, on a full-time basis.

Administrative Assistant

Miss Kathleen Davis holds a B.A. in Psychology from Roosevelt University and is currently pursuing an M.A. in Education Guidance and Counseling at George Washington University.

She formerly served as a research associate in program development in the College-Community Evaluation office of Federal City College. At present, she holds a program development consultantship with a private consulting firm in Washington, D. C., and also works as a psychological consultant in the area of testing at Howard University. She has also worked as a research/editor for the Urban Research Corporation in Chicago, and as a vocational counselor/caseworker for the Cook County Department of Public Aid in Chicago.

In view of Miss Davis' experience in program development and in technical research writing, as well as her apparent commitment to involvement in urban problems, it is felt that she is well qualified to hold the position of administrative assistant in the Staff Development Program.

INSTRUMENTS USED IN ASSESSING PROGRAM OBJECTIVES

APPENDIX H

Estimate for Assessing
The Level of Achievement of Program Objectives

(Adopted by Dr. Leon Jones)

Please fill in the blanks below as appropriate. (You may leaven the space for your name blank if you wish).

NAME: _____

DATE: _____

FACULTY: _____ TEACHER TRAINEE: _____

DIRECTIONS

The following is a list of statements about the focus of both the Staff Development Laboratory Graduate Degree Program and its participants - faculty and teachers. This focus reflects the intent of the objectives of the Staff Development Laboratory.

Each statement should be responded to as it applies to you. Place a checkmark after each statement in the box that best describes the frequency of your behavior.

These responses will be interpreted in the following manner:

Rarely	implies	0% to 15%	of the time
Sometimes	implies	16% to 35%	" " "
Frequently	implies	36% to 65%	" " "
Generally	implies	66¢ to 85%	" " "
Almost Always	implies	86% to 100%	" " "

	Almost Always	Generally	Frequently	Sometimes	Rarely
1. Provide a curricula aimed at increasing the interpersonal awareness needed for dealing effectively with children in the urban area.					
2. Provide a curricula aimed at increasing the interpersonal awareness needed for dealing effectively with adults in the urban area.					
3. Use interaction process of small group operation to enhance human relations skills.					
4. Use large group interaction process to enhance human relations skills.					
5. Offer a multifaceted exposure aimed at enhancing human relations skills, i.e., visual aids, micro-teaching situation, consultants, etc.					
6. Use classroom observation to facilitate increase of interpersonal awareness.					
7. Demonstrate the skill to organize classrooms for individual learning.					

	Almost Always	Generally	Frequently	Sometimes	Rarely
8. Provide a curricula aimed at facilitating individual learning.					
9. Use a variety of materials to teach reading skills					
10. Develop a variety of materials to reach reading skills.					
11. Use a variety of procedures to teach math skills.					
12. Use a variety of materials to teach math skills.					
13. Develop a variety of materials to teach math skills.					
14. Offer a multifaceted exposure aimed at promoting a positive self-concept.					
15. Offer a multifaceted exposure aimed at promoting a sense of identity.					
16. Offer knowledge of how to use research methodology.					

	Almost Always	Generally	Frequently	Sometimes	Rarely
17. Use multifaceted approach to foster development as a resource teacher to assist other teachers in the classroom with their instructional programs.					
18. Provide a curricula to stimulate on-going involvement in increasing MN residents' knowledge of techniques for teaching reading and math, awareness of and involvement in school operation, and awareness of and involvment in community.					
19. Provide a curricula which focuses upon the effect of community conditions of learning.					
20. Provide a curricula which focuses upon the effect of community conditions on learning.					

APPENDIX I

Estimate for Assessing
The Level of Achievement of Program Objectives

(Adopted by Dr. Leon Jones)

Please fill in the blanks as appropriate. (You may leave the space for your name blank if you wish.)

NAME: _____

DATE: _____

FACULTY: _____ TEACHER TRAINEE: _____

DIRECTIONS

The following is a list of statements about the focus of both the Staff Development Laboratory Graduate Degree Programs and its participants - faculty and teachers. This focus reflects the intent of the objectives of the Staff Development Laboratory.

Each statement should be responded to in terms of the focus of specific curriculum content as well as the focus and intent of the overall program operation. Please place a checkmark after each statement with reference to the responses indicared in the listing at the right.

These responses will be interpreted in the following manner.

Rarely	implies	0% to 15%	of the time
Sometimes	implies	16% to 35%	" " "
Frequently	implies	36% to 65%	" " "
Generally	implies	66% to 85%	" " "
Almost Always	implies	86% to 100%	" " "

This estimate will be used solely to provide information for evaluation and effective improvement and modification. Your responses will in no way jeopardize you as a participant or faculty member.

	Almost Always	Generally	Frequently	Sometimes	Rarely
1. Possess increased interpersonal awareness needed for dealing with children in the urban area.					
2. Possess increased interpersonal awareness needed for dealing with adults in the urban area.					
3. Possess improved human relations skills needed to focus on my role and actions as a teacher and how I affect children as learners.					
4. Demonstrate the skill to organize classrooms for individual learning.					
5. Apply theories of learning as they apply to classroom instruction.					
6. Apply theories of child development as they apply to classroom instruction.					
7. Understand theories of child growth and development as they apply to classroom learning.					
8. Understand theories of learning as they apply to classroom instruction.					

	Almost Always	Generally	Frequently	Sometimes	Rarely
9. Demonstrate the ability to diagnose reading difficulties of pupils.					
10. Demonstrate the ability to provide remediation in reading.					
11. Use a variety of material to teach reading skills.					
12. Develop a variety of materials to teach reading skills.					
13. Develop a philosophy towards reading in order to more effectively incorporate reading into the total curriculum.					
14. Appraise standardized reading tests in terms of its relevancy to classroom instruction.					
15. Demonstrate the ability to diagnose math difficulties of pupils.					
16. Demonstrate the ability to provide remediation in reading.					

	Almost Always	Generally	Frequently	Sometimes	Rarely
17. Use a variety of procedures to teach math skills.					
18. Use a variety of materials to teacher math skills.					
19. Develop a variety of materials to teach math skills.					
20. Offer a multifaceted exposure aimed at promoting a positive self-concept.					
21. Offer a multifaceted exposure aimed at promoting a sense of identity.					
22. Demonstrate a knowledge of research methodology.					
23. Serve as a resource teacher to assist other teachers in their classroom work with their instructional program.					
24. Use community involvement projects to increase MN residents' knowledge of: technique for teaching reading and math; school operations; community problems,					

	Almost Always	Generally	Frequently	Sometimes	Rarely
drug abuse; strategies for involving parents in the operation and decision-making of the schools; and strategies for involving themselves in the operation and decision making of the community and local service agencies (indicate combined frequency of involvement in anyone or more of the areas set forth).					
25. Determine how community conditions effect learning.					
26. Possess awareness of the changing role of the teacher as it affects the teaching-learning environment.					
27. Determine how environmental conditions effect learning.					
28. Possess awareness of changing values as relative to self.					

APPENDIX J

IN DEPTH SURVEY OF TEACHERS

Name: _____

1. What are your expectations of this training program in the following areas:

   a. Instruction

   b. Curriculum

   c. Community participation and involvement

   d. Other (specify)

2. Are your expectations of this training program consistent with what you see as being current need areas within the Model Cities schools?

   _____Yes

   _____No

3. There is increasing discussion and debate in and out of educational circles about traditional versus open classroons.

   a. Do you see these concepts as two ends of a continuum? (That is, as opposites?)

      _____1. Yes

      _____2. No

   b. What do you think people generally mean by traditional classrooms? What seem to be the characteristics people have in mind by this concept?

   c. What do you think people generally mean by open classrooms? What seem to be the characteristics people have in mind by this concept?

   d. In general, which concept (traditional or open) do you think most likely applies to most classrooms at this time?

	OPEN	TRADITIONAL
1. In most elementary schools in America	_____	_____
2. In suburban Washington elementary schools	_____	_____
3. In Washington elementary schools	_____	_____
4. In this school	_____	_____

   e. Which concept would you say best describes your classroom?

      _____Open _____Traditional

4. a. What do you think are the most pressing school problems in Washington at this time?

b. Each school, of course, is in some ways unique. Do you think these problems are the one of central concern to most teachers here at _____School?

_____1. Yes

_____2. No.

If no, what would you say are the problems generally of most concern to most teachers in this building?

c. Are these also the problems of most concern to parents in this community?

_____1. Yes

_____2. No

_____3. I don't know

If no, what are the problems of most concern to parents?

d. If you were to hazard a guess, who or what do you think could be most influential in resolving each of these problems of concern to teachers at this school?

5. Everyone would like to think of their school as being like a magnet, attracting the pride and interest of teachers, students, parents, community groups and others.

a. Do you think this school is like a magnet?

_____1. Yes If so, what do you think are the reasons. (If more than one reason, ask if any one is particularly significant or crucial. Underline it.)

_____2. No (Why not?)

_____3. Not sure (Why not?)

b. What percentage of teachers in this school do you think would like to see parents have a stronger influence with respect to hiring Staff at this school?

1._____% of teachers

With respect to determining the educational program at this school?

2._____% of teachers

c. What percentage of teachers in this school do you think would like to see community groups other than parents have a bigger role in hiring Staff?

1._____% of teachers

Determining the educational program?

2._____% of teachers

6. During the past two weeks, approximately how many different times have you had occasion to speak about school matters with:

_____a. A teacher or teachers from another building

_____b. A teacher or teachers in this building

_____c. A parent or parents of children in your classroom

_____d. A parent or parents other than of children in your particular classroom

_____e. Resource personnel other than supervisors or administration personnel

_____f. Representatives of community groups other than parents

7. All things considered, how do you find your job this year?

_____a. Very satisfying

_____b. Fairly satisfying

_____c. Not very satisfying

_____d. Not satisfying

a. Why do you find it so?

8. Overall, how much do you thing most of your students like school this year?

_____a. Very much

_____b. Quite a bit

_____c. Somewhat

_____d. Not much

_____e. Not at all

9. Have you tried using any new instructional techniques since June?

a. Since June

_____1. Yes
How did you learn of them?

_____2. No
Why not?

b. Before June?

_____1. Yes
How did you learn of them?

_____2. No
Why not?

10. Have you tried any new ways or organizing your classroom since June?

a. Since June

_____No

_____Yes

1) If yes, are you satisfied with results?___Yes;___No;___
Not sure

b. Before June

_____No

_____Yes

1) If yes, are you still using the new techniques?
___Yes;___No;___To some extnet

11. Are you a member of any teachers associations?

_____a. No

_____b. Yes, an officer

_____c. Yes, an active worker

_____d. Yes, a member but not an active worker

12. During the past month, did you visit the homes of any students?

_____No

_____Yes (If yes, about how many visits did you make?)_____

13. What has been your main source of ideas for innovations in the classroom this year?

_____College Courses

_____Professional reading

_____Consultants from outside the system

_____National Professional Conventions

_____State or regional conferences

_____Local workshops

_____Central Office

_____Principal/Assistant Principal

_____Parents

_____Community Groups other than parents

_____Other teachers

_____Students

_____Self

_____Other (specify)_____

_____

14. Generally, how would you describe the morale of teachers in this school over the past month?

_____Extremely high

_____Fairly high

_____Average

_____Rather low

_____Extremely low

15. Teachers sometimes find that the teaching environment has changed and they must modify thier approach to teaching in order to remain effective.

    a. Have there been any changes during the past two years that have influences your approach to teaching?

    _____No

    _____Yes (If yes, what were they and how have they influenced you?)

16. Do you anticipate changes during the coming two years that may influence your approach to teaching?

    _____No

    _____Yes (If yes, what might they be?)

17. Some organizations use the group approach to solving common problems within the shcool. Is this approach of all school staff working together encouraged at your school?

    _____1. Yes, typically
    In what ways?

    _____2. Sometimes
    Should it be expanded?

    _____3. Seldom
    Should it be expanded?

    _____4. Never
    Would you like to see it tried more often?

18. a. Do you make written less plans?

_____1. Yes

_____2. No

b. Do you involve students in planning lessons?

_____1. Yes
In what ways?

_____2. No
Why not?

	Strongly Agree	Somewhat Agree	Somwhat Disagree	Strongly Disagree
19. I feel that I can stimulate maximum learning of academic subjects in just about all of my students.	_____	_____	_____	_____
20. I feel that I can strongly influence the personal and emotional development of just about all my students.	_____	_____	_____	_____
21. I feel that I can have a positive influence on the lives of all the children in my class.	_____	_____	_____	_____

22. In education generally there is increasing discussion and debate about the responsiveness of "the system" to the needs and interests of students, parents, community, and so on.

a. How do you see the system in relation to your instructional needs and goals.

_____1. Generally supportive

_____2. Hard to say
Why is it difficult to say?

_____3. Generally not supportive
In what way?

_____4. No relationship
Why not?

b. Do you believe the system could be more responsive to the educational needs of children in this school?

_____1. Yes
How?

_____2. No
Why not?

In Questions 23-39 indicate, using the codes 1-6 below, the degree of satisfaction you feel.

1 = Very Satisfied

2 = Moderately Satisfied

3 = Slightly Satisfied

4 = Slightly Dissatisfied

5 = Moderately Dissatisfied

6 = Very Dissatisfied

		CIRCLE ONE ONLY
23.	The method employed in this school for making decisions on curriculum matters.	1 2 3 4 5 6
24.	The method employed in this school for making decisions on pupil discipline matters.	1 2 3 4 5 6
25.	The manner in which the teachers and the administrative staff work together.	1 2 3 4 5 6
26.	The cooperation and help which I receive from my superiors.	1 2 3 4 5 6
27.	The educational philosophy which seems to prevail in this school.	1 2 3 4 5 6
28.	The evaluation process which my superiors use to judge my effectiveness as a teacher.	1 2 3 4 5 6
29.	The extent to which I am informed by my superiors about school matters affecting me.	1 2 3 4 5 6

In Questions 30-37, in the right hand column, a percentage figure based on your opinion.

Of the teachers in your school, what percent

30. Enjoy working in the school? _____%

31. Work cooperatively with their fellow teachers: _____%

32. Display a sense of pride in the school? _____%

33. Try new teaching methods in their classrooms? _____%

34. Do everything possible to motivate their students? _____%

35. Maintain effective discipline in their classes? _____%

36. Do "textbook teaching" only? _____%

37. Usually "drag their feet" when new ideas are introduced into the school program? _____%

COURSES OFFERED PARTICIPANTS

Inputs are given generally by quarters, the system utilized by FCC

Rationale, objectives, description, and expected outcomes are given.

GT 501 CONTEMPORARY PROBLEMS AND ISSUES IN URBAN EDUCATION

RATIONALE

In sociological terms, urbanization represents the transofrmation of a total society. It has been estimated that if the present rate toward urbanization continues as it has in the last hundred and fifty years, by the year 2000 upwards of 85 percent of the world's population will live in cities of 20,000 or more.

At the very core of urban concerns in the United Sates are the schools. The increasing flight to the suburbs by a large percentage of the "middle class" has left the schools of the inner-city populated, for the most part, by children of the poor who in addition represent the disadvantaged minority groups of the country. Urbanization has brought with it an intensification of social stratification which is reflected in the school. It has also accentuated the problem of employment and opportunities for youth. Urbanization has brought into being crises and conflicts involving the school and the community and has required various kinds of commitments that will have to be evaluated and used if we are to solve the problems that face large cities, their slum conditions, their school systems, and the problems of educating the teachers who serve in the schools.

COURSE DESCRIPTION

This course will be concerned with those problems and issues in our contemporary urban society which significantly affect the education of

youth in the urban environment. Opportunities will be afforded participants to survey and to analyze specific needs of students in the inner-city and to develop an understanding of the type of teacher education needed for urban youth.

SPECIFIC OBJECTIVES

1. To gain an understanding of the urban environment and its influence upon the lives of its residential youth.
2. To become acquainted with the realities of large city school operation.
3. To gain an understanding of the social, political, and economic structures in urban society and their effect upon urban education.
4. To develop a deeper awareness of "disadvantaged" youth and the culture of poverty.
5. To study ways of making education more relevant to urban youth.
6. To examine the effects of politics and social legislation on urban education.
7. To re-examine the role of the teacher in urban education.
8. To re-examine the roles of the school and the community in the education of urban youth.

DISCUSSION TOPICS

The City in Modern America

Social Stratification and Educational Denial

Culture and the Family

The Black Child and Public Education

The Effects of Segregation on the Aspiration of Black Youth

The Culture of Poverty

Leisure in Urban Cultures

Federal Aid to Education

The "Disadvantaged" Urban Child

The Bi-lingual Child and His Problems

Compensatory Education

The Community School, the Non-Graded School, the Open-Classrooms

Process for Change in Urban Schools

ASSIGNMENTS

1. Present a case study of a student utilizing the Glaser Model format.

2. Present and discuss a journal abstract which is relevant to urban education.

3. Present and discuss a successful teaching-learning skill which has proved to be very effective in pupil learning.

4. Participation by the candidate in a video taping of a lesson taught by the candidate in which non-verbal behavior and effectiveness of the teacher will be analyzed and discussed by the candidate and his peer participants.

5. Devise and execute a community project which will involve the students and some facet of the community in which the candidate teachers.

Regular attendance and active participation in group meetings will be expected of all candidates.

EVALUATION

I. Assignment - 50%

   a. Case Study
   b. Journal Abstract

c. Teaching Skill
d. Community Project

II. Participation - 50%

a. Peer - 20%
b. Faculty - 20%
c. Self - 20%

GT 512 THE URBAN CHILD AND HIS WORLD

COURSE DESCRIPTION

The Urban Child and His World is designed to develop the ability to identify specific needs of the urban child and his environment.

Such understanding is manifested through a greater awareness of self, child, community and the total interaction that is involved in the teaching-learning process.

The course offers exposure to multi-faceted techniques, knowledges, skills and experiences that will enable the teacher to deal more effectively with the urban child.

SPECIFIC OBJECTIVES

1. To develop the ability to diagnose individual differences among children.
2. To facilitate a greater self-awareness in order to deal effectively with children in the urban area.
3. To develop greater insights about the urban child in order to relate to him.
4. To promote greater interpersonal relationships need to relate effectively with the urban children and his world.

5. To develop greater understanding of community members in order to deal effectively with urban life.

6. To enhance interpersonal relationship with fellow candidates.

7. To develop knowledges and akills in dealing effectively with the urban child in his world.

8. To develop teacher's competencies in utilizing instructional and human resources to further his professional growth.

9. To introduce knowledges, techniques, and skills of the urban classroom.

TOPICAL OUTLINE

I. Psychological Processes involved in:

   a. Awareness
   b. Self
   c. Child
   d. Community

II. Communication

   a. interpersonal relationship
   b. promotion of dialogue
   c. input and feedback
   d. evaluation

III. Techniques, Knowledges and Skills

IV. Research Methodology

   a. Action research
   b. Interpreting research

COURSE REQUIREMENTS

1. A case study utilizing the Glaser Model Format.

2. Journal abstract relevant and pertinent to the urban child and his world.

3. Community project in written form to devise and execute a creative project involving the candidate and some facts of the community in which he teaches.

4. A video-taping of non-verbal behavior in a teaching situation to be analyzed by fellow students, faculty and Innovation Team Members.

5. A learning skill utilized in the classroom situation will be discussed and analyzed by the teacher and his fellow students.

6. The participation of the candidate in a video-taping classroom situation observing and analyzing non-verbal behavior stressing the performance of the teacher.

EVALUATION

I. Assignments - 50%

   a. Case Study
   b. Journal Abstract
   c. Teaching Skill
   d. Community Project

II. Participation - 50%

   a. Peer 10%
   b. Faculty 20%
   c. Self 20%

GT 609 ADVANCED EDUCATIONAL PSYCHOLOGY

RATIONALE

This course is designed to develop advanced understandings of the psychological principles and theories to which students have been introduced in basic educational psychology courses.

The range of orientation from behaviors to humanistic psychology will be explored. Individual application of the various theories to the specific student research projects will be implemented.

COURSE OBJECTIVES

1. To become familiar with the various learning theories with particular emphasis on Behaviorism, Human Growth and Development and Humanistic Education.
2. To select a point of view and explore the various theoists who contributed to this orientation.
3. To apply this knowledge to the student's research paper in order to supply a psychological rationale for their study projects.

COURSE OUTLINE

General Orientation to the Class

Behaviorism

Human Growth and Development

Humanistic Education. (Assignments decide on subjects and set up roster)

Research Workshop

a. small group meetings
b. set up roster of reporters and subjects for three sessions

Time for Research

a. individual conferences at center or independent activity
b. individual student reports to interest groups according to assignments on roster

Directed Learning Activities

a. activity (field trips, film, etc.) Students to write one page report

TO BE SUBMITTED

1. Oral report to the class
2. Investigate and report in writing on psychological theorists, using articles, journals, books, addresses, tapes, etc.
3. A brief report on directed activities

TEXT

There will be no single text used for this course.

A bibliography will be distributed, including the writing of:

Jerome Brunner	Robert Sears
Erick Ericksen	B.F. Skinner
Kenneth Clark	Carl Rogers
Maria Montessori	Jean Pioget
John Dollard & Neal Miller	Robert Havighurst
	Robert Gagne

AND OTHERS

GC 512 INDIVIDUAL DEVELOPMENT AND BEHAVIOR

COURSE DESCRIPTION

Individual Development and Behavior is designed to assist the teacher in developing a set of tangible competencies that can be employed in understanding the human growth and development of their students and themselves.

This course offers exposures to multifaceted techniques, knowledges and skills and experiences that will enable teachers to deal more effectively with individual students and teachers educationally.

SPECIFIC OBJECTIVES

1. To develop greater insights regardings individual differences among children through understanding of human growth and development.
2. To facilitate greater self-awareness in order to deal effectively with professional peers and students.
3. To promote greater interaction between parents and teachers in order to appreciate individual differences and needs of parents.
4. To promote individual growth on part of each teacher, educationally, psychologically and professionally.

COURSE REQUIREMENTS

1. In depth study of and completion of 5 self tests in "Establishing Instructional Goals".
2. Term paper on "Changing Role of the Teacher in the 70's".
3. Discussion of pertinent readings (such as different Theories of Learning).
4. Ongoing individual and class analysis of each candidate's professional work.

I. Theories of General Behavior

   A. Origins and Interrelations of current theories

   B. Goals as determiners of behavior

II. Understanding Education Development

III. Physical and Mental Growth

A. Relationship of physical growth and health to other aspects of development

B. Intelligence

C. Scholastic achievement: Its nature and measurement

D. Intellectual and scholastic growth

1. progress toward maturity
2. reducing interference and confusion

E. Role of Motivation and Experience

1. types
2. reducing interference and confusion

IV. Personal and Social Growth

A. Needs, drives, and emotions

B. Frustration

C. Adjustment

D. Changes

1. emotional
2. interests and attitudes
3. social activity
4. role of non-scholastic factors

V. General Goals of Personal Development

VI. The teacher and his own adjustment

A. Dealing with frustrations

B. Establishment of definite motives or goals

EVALUATION

1. Completion of all mastery tests required in programmed instruction test Establishing Instructional Goals 30%

2. Final Exam 30%

3. Evaluation of term paper 20%
4. Class feedback (class participants) 10%
5. Self and peer evaluation 10%

GT 530 STATISTICAL METHODS AND TECHNIQUES IN EDUCATION

COURSE DESCRIPTION

This course is designed to develop the ability to find, read, analyze and report research. Various library resources and information retrieval systems are explored, and students learn to use a wide variety of materials including books, journals, theses and dissertations. Techniques of precis and critique writing are developed, including textual citation, quotation, and the proper preparation of bibliographies.

This course also introduces the basic research designs, population and sampling procedures, item analysis, and statistical interpretation of data. Evaluation techniques including the uses of standardized tests, teacher-made instruments, and informal behavioral evaluations are included, as well as an introduction to research questions and hypotheses.

The course is designed to serve as a basis for any research required for specific Staff Development Laboratory courses in curriculum, psychology, supervision, etc. It is the prerequisite for GT 609 - Individual Study Project.

SPECIFIC OBJECTIVES

1. To become familiar with local resources for research, particularly the Library of Congress, the HEW-FCC-ERIC information retrieval system, and the LEASCO facility for D. C. Public School teachers.

2. To read a variety of materials relevant to the student's courses or project, and to prepare properly-cited references cards to be used in reporting this research.

3. To prepare a historical or thematic overview that incorporates the information on five or more such references cards.

4. To be familar with basic research designs, population and sampling procedures, and simplified theories of statistical inference in order to be able to understand the significance of research reports.

5. To understand the uses of standardized tests, teacher-made instruments, and informal behavioral evaluations.

6. To be able to read and write research questions and hypotheses.

7. To employ a standardized format (either APA or Turabian) for textual citations, quotations, cross-references, and bibliographies.

TEXTS

American Psychological Association. Publication Manual, 1967 Revision. Washington, D. C.: APA, 1967

Cook, D.R. A Guide to Educational Research. Boston: Allyn & Bacon, 1965.

Turabian, K.L. Manual for Writers of Term Papers, Theses and Dissertations. Chicago: University of Chicago Press, 1955

Wise, J.E., Nordberg, R.R., & Reitz, D.J. Methods of Research in Education. D.C. Heath, 1967

ADDITIONAL REFERENCES

Anastasi, A. Psychological Testing. (3rd ed.) London: McMillan, 1968

Bruning, J. & Kintz, B.L. Computational Handbook of Statistics. Glenview, Illinois: Scott Foresman, 1968

Ballou, S.V. A Model for Theses and Research Papers. Boston: Houghton Mifflin, 1970

Barton, M.N. & Bell, M.V. Reference Books: A Brief Guide: Baltimore Enouch Pratt Free Library, 1970

Guilford, J.P. Fundamental Statistics in Psychology and Education. 4th ed.

Kerlinger, F.N. Foundations of Behavioral Research. New York: Holt, Rinehart & Winston, 1964

O'Hayre, J. Gobbledegook Has Gotta Go. Washington, D. C.: U.S. Government Printing Office, 1966

GT 551 TEACHING READING IN THE ELEMENTARY/SECONDARY SCHOOLS

COURSE DESCRIPTION

This course is designed to introduce the problems of reading instructions in the Elementary and Secondary Schools and to provide facts and ideas that can be utilized in dealing with these problems. It strives to bring together the many viewpoints and techniques that are used in reading thereby encouraging teachers to experiment with new ideas as they keep informed about prevailing practices.

SPECIFIC OBJECTIVES

1. To develop a philosophy for reading in order to incorporate reading in the total curriculum.
2. To develop ways and means by which teachers will better able to function in dealing with reading problems.

3. To adapt materials and examine new ways of developing reading materials.

4. Be able to employ an appropriate method of teaching reading to the individual within the reading class or the clinical setting.

ORGANIZATION

I. General introduction and review of vocabulary teaching.

II. Inventory and introduction of effective reading study habits.

III. Exploration and explanation of the reading process.

IV. Common reading difficulties

V. Methods of teaching reading.

VI. Methods of evaluating reading growth.

VII. Reading in the content area.

REFERENCES

Stauffer, Russell G. Directing Reading Maturity as a Cognitive Process. New York: Harper and Row Publishers, 1969.

DeBoer, John J., Dallman, Martha. The Teaching of Reading. New York: Holt, Rinehart and Winston, Inc., 1970.

COURSE REQUIREMENTS

I. Design a vocabulary test for a student on the elementary and/or secondary level.

II. Small Group Projects (Divide the class)

a. Evaluate the reading programs/machines in the Model Cities Schools.
b. Evaluate tests that are being used in measuring reading abilities. (Used the outline form)

III. Each student will be responsible for four recent research abstract in reading (find one other abstract to go with each of the above that is similar for comparison).

IV. Develop a reading plan

a. for a history class
b. for a science class

EVALUATION

Demonstrations

Class participation

Project

Abstracts

Reports

FORMAT FOR II

A. Evaluate the reading programs/machines in the Model Cities Schools

1. Title
2. Author
3. Publisher
4. Date of Publication
5. Purpose
6. Objectives
7. Practical Features
8. Function
9. Groups to which applicable
10. Content
11. Author's Purpose
12. Your Comments

Use of leader and recorder

Use other class members to obtain the types of programs in their buildings

Each class member should have a copy of your findings

B. Outline for Evaluating Test

1. Select the tests that are appropriate for the area of interest

2. Use the Testing Service and Reading Department of the District of Columbia Public Schools, Buros, Oscar K., - Mental Measurement Year Book, 1965

3. Outline

Title
Author
Publisher
Forms and Groups to which applicable
Practical Features
General Types
Date of Publication
Cost
Time required
Purpose of which evaluated
Description of the test, items and scoring
Functions tested at the Representational level
Functions tested at the Automatic level
Author's purpose and basic for selecting items
Adequacy of Directions
Training required to administer
Mental Funcations of traits represented in each score
Representational level
Automatic level
Comments regarding the design of the test
Predictive validity
Concurrent validity
Other empirical Evidence
Comments

Use a leader and recorder

Each class member should have a copy of your findings

Reference will be on separate sheets

GT 555b DEVELOPMENTAL READING II

COURSE DESCRIPTION

This course is designed to provide an overview of the current theories and curriculum developments in elementary, junior and senior high schools developmental reading program.

It will include diagnostic and evaluate testing, assessment of appropriate materials and equipment methods of integrating the reading program into other academic areas and procedures for administering programs. Educational Objectives of such programs and typical instructional techniques used will be evaluate in terms of current research finding and theories of learning and motivation.

INSTRUCTIONAL OBJECTIVES

1. Develop the skills and abilities necessary in order to examine critically and evaluate new research findings in the reading process and reading instruction.
2. Examine critically and evaluate the equipment and materials used to help students improve their educational skills.
3. Be able to evaluate the screening, instruments and tests used in the selection and diagnosis of student's strengths and weaknesses.
4. Be able to design materials that will fit the functional needs of each student.

ORGANIZATION DESIGN

I. The Approaches to the Teaching Reading

A. The Language-Experience Approach

B. The Programmed Approach

1. The Teaching Machine
2. Programmed Instruction

C. Directed Reading Approach

D. Basal Reader Approach

E. Individualized Instruction

F. Linguistics Approach

1. What is Linguistics?
2. Patterns of Sentence Structure
3. Intonation Patterns
4. Phonemes, Morphemes and Graphemes

G. The Television and Film Approach

H. Modern Mantessori Approach

I. Initial Teaching Alphabets

J. Words in Colors

K. Distar

L. Others

II. Comprehension: Is it a blanket term?

A. Reading with Comprehension

1. Perceiving main ideas
2. Recognizing emotional reaction and motives of story character
3. Making inferences
4. Comprehending phrases and sentence meaning
5. Forming and reacting to sensory images
6. Anticipating outcomes
7. Making judgments and drawing conclusions
8. Generalizing
9. Perceiving relationships
10. Strengthening memory
11. Summarizing and organizing ideas for the purpose of remembering
12. Recognizing story problem or plat structure

13. Interperting figurative, idiomatic, or picturesque language.
14. Identifying and evaluating character traits
15. Comparing and Contrasting
16. Identifying and reacting to the mood or tone of a passage, story or poem
17. Recognizing connotations or denotations of words
18. Identifying the author's purpose or viewpoint
19. Identifying elements of style
20. Evaluating and reacting to ideas in light of the author's purpose

B. Cognitive and Affective Dimensions of Reading Comprehension

1. Literal Comprehension
2. Interpretive Skills

C. Causes of Difficulties in Comprehension

D. Influences Affective Emphasis on Comprehension

III. Word Recognition Skills

A. Methods of Teaching Word Identification

1. Alphabet methods
2. Phonic method
3. Word and sentence method
4. Story method

B. Skills Used in Word Identification

1. Visual configuration
2. Picture clues
3. Meaning clues
4. Concept clues
5. Developing sight vocabulary
6. Phonetic analysis
7. Structural analysis
8. Use of the dictionary

IV. Individual Instruction

A. Changing Concepts of Individualized Instruction

1. Early Times
2. Present Concept

B. Advantages and Disadvantages of the Individualized Plan

1. Teacher problem
2. Preparation

C. Related Policies and Practices

1. Non-graded
2. Team Teaching

V. Readiness

A. Readiness for Reading

1. When should reading instruction begin?
2. Bases for the controversy about readiness
3. Is this child ready to read?

a. Mental age
b. Physical fitness
c. Social and emotional development
d. Educational factors
e. Intelligence
f. Home and community experience

B. Develop Readiness for Reading

1. Fostering emotional and social maturity
2. Educational readiness

a. Background experience
b. Language abilities
c. Auditory and visual discrimination
d. Remembering
e. Critical thinking

3. Experience chart

VI. Reading Inventory

A. Informal Inventories

1. What is the I.R.I.?
2. What are the levels for instruction?
3. Limitations of the I.R.I.
4. Construction of the I.R.I.
5. Administration of the I.R.I.
6. Marking and Scoring the I.R.I.

VII. Reading in the Content Areas

VIII. Materials and Organization in Teaching

A. Philosophy about Materials

B. What are Instructional Materials?

C. Technology and Classroom Machines

D. "Home Made" Materials

E. Programmed Materials

F. A way of Thinking about Materials

G. The Teacher Factor and its Effect on Materials

H. Classroom Organization

IX. Learning Centers

1. What are learning Centers?
2. How can they be used more effectively?
3. What are the advantages and disadvantages of the center?
4. How are they designed?

X. Reading Difficulties

1. How to identify the specific difficulties?
2. What are some of the remedial techniques?

XI. Testing - Diagnosing - Evaluating

COURSE REQUIREMENTS

I. Design teacher made devices that could be used to improve reading skills - Make sure the directions are included (related to word recognition and comprehension).

II. Keep a reference file on all your reading.

III. Give an informal reading inventory on your level or area or design a reading inventory.

IV. Elementary level - Write directions, statements, questions and items you would include in three of the following:

A. an exercise in listening for beginning sounds

B. an exercise in distinquishing letter form from one another

C. Teaching a letter-sound association

D. an exercise in using context and beginning letter

E. an exercise in using context and printed words

V. Junior and Senior High - Reading the treatment that any textbook gives on any one major topic. Then write direction, statements, questions and items you would include in three of the following:

A. an exercise of background you would build in making assignment

B. an exercise that should and could amplify by means of oral explanation

C. an exercise that would be used in a discussion

D. a statement of ideas you would hope to clarify by means other than language and just medium and media you would use in clarifying each media

VI. Each student will develop a lesson on or of the areas, to be taught in the class.

VII. Select one

1. Prepare a list of stories, pictures books and poems you intend to use at the grade level you will be teaching. The poem should be written on cards, and filed under such headings as Weather, Fall, Halloween, Thanksgiving, Easter, Spring, or on your subject area.

2. Prepare a file of large pictures for oral language discussion seasonal-holiday-activity-health-animals-food-home-and-family-playtime concept expansion story starters-transportation work pictures or picture about your subject area.

3. Browse through books on remedial reading, teachers manuals and etc. and prepare a card of ideas for practical ways of helping children who are behind grade level in reading.

4. Select from the various teacher's manuals logs and bulletins practical suggestions pertaining to the development of the reading skills appropriate to your grade level or subject area. Prepare a card file of these ideas.

EVALUATIONS

1. Class Participation
2. Projects
3. Reports
4. Demonstrations

GT 615 TEACHING MATH IN THE ELEMENTARY/SECONDARY SCHOOLS

COURSE DESCRIPTION

This course incorporates the use of the text and materials Games and Algorithms designed by the University of Maryland Mathematics Project to enable teachers below the high school level to make intelligent use of the texts, materials and curriculum guides currently available and likely to be available in the future. The teacher who is able to attain the performance expected will be able to examine a mathematics textbook and not only demonstrate the procedure for a new or old algorithm but will be able to construct explanations for those algorithms. The teacher will be able to do this with any of the number systems used in the elementary or junior high schools: whole numbers, integers, rational numbers.

The Performance Objectives for the Course are threefold:

1. Demonstrate the procedure of an algorithm as they would be carried out by a machine.
2. Construct a convincing explanation of each procedure in an algorithm that appeals to observation based upon physical situations.

3. Construct an explanation for each procedure in an algorithm that appeals to agreed properties of the number system.

All other objectives in the course are subordinate to these three objectives. The teachers are all measured at the end of the course on a performance instrument to measure their attainment of these objectives.

The COURSE OUTLINE is as follows:

Behavioral Objectives

Action Verbs

Behavioral Hierarchies

Properties on Number Systems

Adding Whole Numbers Using Expanded Notation and the Rule of Compensation

Adding Integers Using Ordered Pairs, Inverses and the Number Line

Subtracting Integers Using Missing Addends

Subtracting Whole Numbers Using Equal-Additions and Missing Addends

Multiplying Whole Numbers Using Distributivity and Lattices

Dividing Whole Numbers Using Repeated Substraction and Inverses

Adding Positive Rationals with Like Denominators and with Unlike Denominators

Multiplying Positive Rationals

Multiplying Integers

Dividing Positive Rationals Using Inverses and Reciporcals

Substracting Positive Rationals Using Missing Addends

The teaching methods for the course are varied to illustrate different styles for introducing learning activities. Examples of this

style range from individual work with programmed instructional units, to employment of learning centers, to group work, to classroom presentation by instructor

AE 551 PSYCHOLOGY OF THE GHETTO

RATIONALE

The term ghetto has come to be commonly defined as an area within the inner city populated primarily by non-whites. Historically, the team has a much more broadly definition. Other ethnic groups have formed ghettos for various reasons. The formation has not always been for negative reasons.

Marshall McLuhsn has designated some words as "hot" is they elicit strong feelings. The feelings related to the term ghetto as well as other germaine words i.e., black, slum, disadvantaged, urban elicit a variety of responses.

The area commonly defined as ghetto has particular problems related to nutritional needs, adequate medical care, and various educational services.

The Ghetto is often studied in sociological terms. There is also a need to explore this term in a more broadly psychological framework. Mental ghettoes may exist as well as the sociological concept.

COURSE DESCRIPTION

This course will be concerned with the exploration of the concept of ghetto from a historical perspective as well as a present day analysis. Of special interest will be the exploration of the consequences of poor nutrition and lack of medical services as related to the rate of mental retardation in the ghetto. Opportunities will be afforded to develop an awareness that there can be mental ghettoes as well as sociological ghettoes. Group interaction will form an integral part of this learning process. Further understanding will be developed through a broad exposure to printed materials, speakers and films.

SPECIFIC OBJECTIVES

1. To explore the present day definition of the Ghetto.
2. To develop an historical awareness of the term Ghetto.
3. To explore the feelings about the word ghetto as well as other germaine words, i.e., black, slum, disadvantaged, urban.
4. To develop an understanding that the concept of ghetto is not necessarily negative.
5. To explore the consequences of lack of proper food and medical services as related to the high rate of mental retardation in the Ghetto.
6. To develop an awareness that there can be mental ghettoes as well as sociological ghettoes.

MATERIALS AND RESOURCES

Books:

The Consequences of Being a Black American. R.C. Wilcox

Precious Poverty. R. Brown

Medicine in the Ghetto

Films:

The Quiet One

A Day in the Death of Donnie B.

TO SUBMIT

A term paper related to an idea or technique that is of value in the classroom setting.

EVALUATION

Self evaluation within the framework of the small group	25%
Peer evaluation within the small group	25%
Faculty evaluation	50%

AE 575 STAFF DEVELOPMENT SEMINAR

COURSE DESCRIPTION

This course is designed to provide teachers with a great deal of competencies that will equip them with human relations skills necessary to enable them to understand themselves and their relationship to others in the educational world - (teachers, administrators, students).

OBJECTIVES

Staff Development Seminar is:

1. designed so that teachers may experience techniques and skills that will enhance and promote motivation in children.

2. designed to experience in-depth, introspective thinkings concerned with oneself.

3. designed to acquaint teachers with available knowledges and skills in order to facilitate the teaching/learning situation.

ASSIGNMENTS

Text - Human Development in Western Culture - Harold W. Bernard

1. Each candidate will critique and evaluate one chapter of his choice orally as well as in written form for his peers.

2. A written analysis by each trainee of himself as seen by himself in various roles of life.

   a. Woman - Man
   b. Teacher
   c. Professional
   d. Wife - Husband
   e. Friend
   f. Contemporary

3. Journal

A dynamic ongoing journal with daily entries of the interaction process of each candidate and his students during the morning practicum sessions or another of this choice.

4. Community Project

A new facet of an ongoing community project or the inception of a new project in order to maintain contact and involvement in the community.

5. Visit to George Washington University Special Education Instructional Materials Center.

EVALUATION

1.	Critique of one chapter on test	40%
2.	Completion of all assignment	40%
3.	Class Participation and feedback self and peer evaluation	20%

GT 619 MATHEMATICS DIAGNOSIS AND REMEDIATION

RATIONALE

This course is designed to give the teachers the skills to diagnose student difficulties in mathematics and prescribe the appropriate remediation. A model for diagnosis and remediation is developed for one student and then extended for application in the classroom. Types of student errors are examined by using samples of actual student work. Emphasis in remediation is placed on the appropriate use of manipulative materials. Organization of the mathematics classroom for meeting individual needs in remediation is examined.

SPECIFIC OBJECTIVES

1. Name and evaluate tests and other resources available for diagnostic purposes.

2. Demonstrate and describe how to use the results of diagnostic tests, interviews, observations, etc. to plan remediation for specific mathematics disabilities.

3. Construct sequences or hierarchies of mathematics behaviors for a given terminal task.

4. Construct diagnostic tests to identify specific mathematics disabilities.

5. Demonstrate and describe the use of a variety of materials and procedures in providing remediation for specific disabilities in the classroom.

CONTENT OUTLINE

The Course outline is as follows:

Model for Diagnosis and Remediation of One Student

Behavioral Objectives

Behavioral Hierarchies

Diagnostic Screening Tests

Diagnostic Error Pettern Tests

Diagnostic Pre-requisite Tests

Manipulative Materials for Remediation

Types of Mathematics Errors

Planning for Remediation

Organizing the Classroom for Remediation

GT 510 CURRICULUM DESIGN AND CONSTRUCTION

RATIONALE

Curriculum is the "woof" and "warp" for the classroom fabric of instruction, and teachers are being called upon with more frequency to

make decisions as to what should be the components of this plan for study. As teachers are directly involved in the curriculum construction process, possession of requisite skills needed for effective teacher participation becomes mandatory. Any program which seeks to prepare master teachers must include fundamentals of curriculum construction as an integral part of its plan for study.

OBJECTIVES

1. Examine historical roots of "schools" and "schooling" and their influence on the American system.
2. Plot trends in the development of the American schools and curricula as they relate to:
   a. the socio-cultural context
   b. the intended population's needs
   c. the needed skills for curriculum designers
3. Identify, formulate, and utilize evaluative criteria to assess and revise some current curriculum:
   a. project-
   b. program-
   c. package-
   d. document-

   in use in your school
4. Design curriculum suitable for assessed needs.

TOPICS FOR DISCUSSION

I. Historical Roots of American "Schools" and "Schooling"

   -Classical and European Influences
   -Colonial

II. Impact of Societal, Cultural, Economic Changes on the Child and the Curriculum (Prior to 1954, after 1954)

-Industrialization
-Immigration
-Urbanization
-The "New" Social Consciousness and Controversy
    -Desegregation of Facilities
    -Community Involvement
    -Teacher Supply and Demand
    -Ecology
    -Student Protest Movement
    -Teacher Accountability
    -Busing to Achieve Racial Balance
    -Central Cities vs. Suburbia
    -Black Awareness and Identity
    -Factors (Internal and External to Schools Influencing Curriculum Decisions, i.e., School Boards, P.T.A.'s. . .

III. Psychological Insights Concerned with Curriculum

1. No Definite Blueprints for Future

2. Respect for Individual Expressed in Individual Learning

3. Love of the Arts As Extension of Human Spirit

4. Concern with Values = Ways We communicate and Demonstrate Behavior

IV. Skills and Roles of Curriculum Workers in the Midst of Current Ambiguity

V. Rationale and Components of Innovative Cycle in Curriculum Design

-why
-who
-what
-when
-how

-Features, Functions, Benefits

VI. Impact of Curriculum in View of:

-Learners' Real World and Life's space
-Child Growth and Development Factors
-Applicable Learning Theories

N.B.: Some of the above topics will overlap, while some will need to be expanded for more intensive consideration. Each topic will be discussed in light of its impact on the schools now and in the future.

COURSE REQUIREMENTS

A. Written

1. EVALUATION of one CURRENT CURRICULUM PROJECT, PROGRAM, PACKAGE or DOCUMENT

   -due by middle of quarter (date to be set)

2. Minimum of FIVE, one-page REACTIONS based on articles read that relate to TOPICS FOR DISCUSSION (Format will be circulated separately.)

3. DESIGN AND CONSTRUCTION of a curriculum suitable to meet assessed needs . . .

B. Groups' Projects (Tentative)

1. Cooperative planning for the management of one class session to be used as a forum for confronting curriculum innovations and issues

2. Design and construct curriculum

N.B.: Consultants, tapes, slides, films, filmstrips . . . appropriate to the course may be used.

TEXTS

There is no single book for the course. You may choose from among these basic texts:

Anderson, Vernon E. Curriculum Guidelines in An Era of Change. New York: Ronald Press, 1969. (paperback)

Eisner, Elliot W. Confronting Curriculum Reform. Boston: Little, Brown, and Co., 1971.

Pritzkau, Philo T. On Education for the Authentic. Pa.: International Textbook Co., 1970, 148 pp.

Saylor, J. Galen. Curriculum Planning for Modern Schools. New York: Holt, Rinehart, and Winston, 1966.

Wilson, L. Craig. The Open Access Curriculum. Boston: Allyn and Bacon, Inc., 1971.

REFERENCES

Alcorn, Marvin. Issues in Curriculum Development. New York: World Book Co., 1959.

Lee, J. Murray and Doris M. Lee. The Child and His Curriculum. New York: Appleton-Century-Crofts, Inc.

Rogan, Williams B. Modern Elementary - Curriculum.

EVALUATION

Course evaluation (teacher-pupil, pupil-teacher) will be constant and cooperative. Conferences may be arranged with the instructor on a need basis.

Grades will reflect on composite of the following:

1. The quality of contributions to class sessions (discussing, leadership, ideas, planning . . .)

2. Evidence of thoroughness in researching background information and gathering necessary data that will afford logical justification of your evaluation of a current curriculum project (Annotate data on 3" x 5" cards)

3. Evidence of "real", provocative reactions to articles read, i.e., thoughts, ideas, questions that extend beyond what the author has stated.

GT 576 SCHOOL SUPERVISION

RATIONALE

This course is designed to define and examine the developmental stages of supervision. The teachers' behavior will be analyzed and used as a vehicle for improving the teaching-learning situation

COURSE OBJECTIVES

1. To define and examine developmental stages of supervision

2. To assess tasks and techniques of supervisiors in context of collegial/Clinical relationships

3. To analyze teaching behaviors as vehicles for improving the teaching-learning situation

COURSE OUTLINE

I. Definition and Purpose of Supervision

II. Developmental States of Supervision

A. Transplantation
B. Inspectional
C. Principal - Supervisor
D. Legalistic
E. Rational and Practical Intelligence
F. Clinical/Collegial

III. Administrative Structure and Its Relationship to Supervision

A. Line Functions and Staff Functions
B. Formal and Informal Organization

IV. Requisite Skills for Supervisors

A. Human Relations
B. Technical

1. Analyzing and assessing teacher behavior (verbal and non-verbal)

Emphasis will be placed on THEORY, PRACTICE, AND PROBLEMS related to each area.

2. Developing Curriculum
3. Designing and implementing research

C. Managerial

V. Techniques for Clinical Analysis and Strategy

A. Conferences
B. Observations
C. Demonstrations

COURSE REQUIREMENTS

1. Work with a sub-group (N-13) to secure services of a practitioner with demonstrated expertise in the area of concern.

2. Analyze taped verbal behavior of teachers and record data (Flanders Matrix).

3. Develop strategies for working with Pattern Analysis in preparation for conferring with a teacher.

   OR

   Plan and implement a demonstration lesson (reading or math) which seek to alleviate some instructional deficit or need identified by the teachers whom you serve.

4. Observe a "colleague in action" in a supervisory capacity.

REFERENCES

ASCD. Supervision: Emerging Profession. D.C.: Association for Supervision and Curriculum Development, 1969

Biddle, Bruce and William J. Ellena. Contemporary Research on Teacher Effectiveness, New York: Holt, Rinehard, & Winston, Inc. 1964

Lucio, William and John McNeil. Supervision: A Synthesis of Thought and Action. New York: McGraw-Hill Book Company, Inc., 1962

Table XXI

Competencies to facilitate the growth of Urban Staff Development Laboratory trainees:

Human Relations
Objective: I Human Relation Skills
A. Awareness of Self

Cometencies:
1. Examine oneself introspectively to identify needs and aspects of the person
2. Identify and accept strengths and weaknesses
3. Determine and evaluate concerns of oneself
4. Utilize varied media and feedback for positive self growth
5. Submit personal ideas, values, concerns to peers for analysis
6. Identify and accept likes and dislikes

B. Awareness of Others
1. Identify and utilize knowledge needed to relate effectively to individual and group
2. Identify and analyze factor that contribute to the formation of interests, attitudes and skills
3. Critique constructively and professionally the behavior and work of others

C. Understanding the Total Child
1. Identify positive and negative self concepts in students
2. Utilize communication and dialogue to gain further insights into children
3. Identify and deal with verbal and non-verbal cues

D. Environmental
1. Identify and deal with the needs of different roles of students (peer group family members)
2. Identify, analyze and accept socioeconomic factors that contribute to development of each individual's value system
3. Assist student in investigation of alternatives value system (Biddle Model)

E. Community
1. Increase parent knowledge and participation related to decision making in schools
2. Provide a vehicle for extending the teaching/learning process into the home
3. Provide a vehicle for extending and promoting parent involvement in school life
4. Provide information and knowledge about toal child development to the parent
5. Identify and provide information on available resources of thesis use
6. Inform community of the needs and concerns of the environment including students and parent

7. Gain an understanding of the economic, social, political structures ir urban society and their effect upon urban education/urban life.
8. Minimize status differences in communication with parents/community residents.
9. Assess the nature of the urban setting.

Objective Competencies

II. Technical Skills
1. Observe, describe, analyze interaction process of candidate-candidate, candidate-co-worker, candidate-student, candidate-supervisor, candidate-community
2. Plan observation and visitations
3. Assess current learning theories and apply appropriately
4. Understand, evaluation, and utilize theories of human growth and development
5. Demonstrate proficiency in diagnosing differences and needs of children cognitive, affective psychomotor
6. Develop strategies for dealing with individual needs of the child
7. Plan and conduct a classroom conductive to learning, using the inquiry method

Objective Competencies

III. Research Skills
1. Read and continualy analyze pertinent studies related to Human Relations
2. Abstract vital data nad pool information in non-threatening matter

Objective Competencies

IV. Managerial Skills
1. Develop strategies, analyze and evaluate changing society in reference to pertinent focus regarding impact of social, economic, educational and political resources.

Staff Development

Objective: Competencies

I. Human Relation Skills
A. Promote acceptance of others attitudes, interests, needs, skills
1. Identify factors that contribute to formation of attitudes, interests, needs, skills
B. Increase knowledge and understanding needed to relate effectively to individual and groups on an interpersonal level
1. Describe (record) observed teacher-pupil interaction
2. Submit descriptions to group analysis
3. Design strategies for collegial supervision

Objective Competencies

II. Technical Skills
- A. Diagnosis
  1. Observe and analyze teaching-learning interactive process
  2. Dilineate and define observed verbal/non/verbal cues
  3. Evaluate current supervisory roles and trends
- B. Design/Construction
  1. Develop curriculum
  2. Assist teacher in curriculum
- C. Precise Communication/Meaning
  (See competencies under curriculum section)

Objective Competencies

III. Research Skills
- A. Read/analyze/repprt data
  1. Read and analyze research related to supervision/supervisory behavior
  2. Synthesize data and report to appropriate groups/individuals in lay terms

Objective Competencies

IV. Managerial Skills
- A. Assess Task and Techniques (Urban Staff Developer)
  1. Define roles/functions of supervisor
  2. Appriase role of staff developer as a supervisor-in-residence
  3. Design model (prototype) for staff developer whose primary function is supervision
  4. Identify personal strengths/weaknesses as supervisor in Urban Staff Development
  5. Plan classroom observation for specific purposes
  6. Demonstrate (micro-lessons) specific teaching behaviors
  7. Open demonstrated lessons to analyze
- B. Plan Instructional Workshops
  1. Disseminate information redeomonstration
  2. Plan observations and demonstrations
  3. Conduct workshops for specific needs

Curriculum Objective

I. Technical Skills
- A. Diagnosis
  1. Analyze curriculum project,s change, and processes
  2. Evaluate current curriculum practices
  3. Evaluate curriculum theories and designs
  4. Assess current curriculum trends
  5. Establish curriculum priorities

Competencies

Objective

B. Design/Construction
   1. Identify principles of curriculum design
   2. Apply principles of curriculum design in terms of assessed needs
   3. Apply different philosophies to curriculum development, implementation and evaluation

Objective

C. Promote Precise Communication and Define Meaning
   1. Use language in precise ways
   2. Read verbal and non-verbal cues
   3. Recognize distortions in communications
   4. Relate communication theory to curriculum development
   5. Select appropriate mediation for curriculum communication
   6. Communicate across value orientations

Objectives

D. Assess Task and Techniques of the Urban Staff Developer
   1. Appriase role and function of Staff Developer in curriculum
   2. Define role of urban curriculum workers in centralized and decentralized system
   3. Create model for staff developer as curriculum workers
   4. Develop strategies for implementing curriculum innovation at local school level, in specific class
   5. Identify personal strengths/weaknesses as curriculum working in urban development

II. Research Skills

A. Read, analyze data
   1. Analyze curriculum projects and curriculum research
   2. Make searches for and retrieve data related to specific curriculum topics
   3. Report research for teachers in lay terms

Objective Competencies

B. Understand, utilize, conduct research and experiments
   1. Analyze skills useful to curriculum leaders and skills suited to individual research projects
   2. Plan, conduct, evaluate various types of curriculum research, (Theoretical, historical, descriptive, experimental)
   3. Evaluate strenghts/weaknesses of past/present curriculum research in view of social trends

III. Managerial Skills

A. Effective operations as master teacher-urban staff developer

Reading Objectives

Technical and Managerial Skills

I. Readiness

A. To determine readiness of the child

1. Identify factors related to reading readiness
2. Develop readiness of reading
   a. left to right progressions
   b. auditory/visual discrimination
   c. listening skills
   d. speech patterns
   e. experimental background
   f. concept development
   g. language development

Objective Competencies

II Developmental reading
A. Work recognition to develop functional work attack skills
1. Identify work recognition skills
   a. visual cues
   b. picture clues
   c. meaning clues
   d. concept clues
   e. sight vocabulary
   f. phonetic analysis
   g. structural analysis
2. Teach word recognition skills using varied approaches

B. Comprehension, critical, creative

Objectives Competencies

1. Plan, conduct, evaluate various types of curricculum research, (theoretical, historical, descriptive, experimental)
2. Evaluate strengths/weaknesses of past/present curriculum research in view of social trends

III. Managerial Skills
A. Effective operations as master teacher urban staff developer

Reading Objectives

Technical and Mangerial Skills
I. Readiness
A. To determine readiness of child

Competencies

1. Identify factors related to reading readiness
2. Develop readiness for reading
   a. left to right progression
   b. auditory/visual discrimination
   c. listening skills
   d. speech patterns
   e. experimental background
   f. concept development
   g. language development

II. Developmental Reading
A. Word Recognition to develop functional work attack skills
1. Identify word recognition skills
a. visual clues
b. picture clues
c. meaning clues
d. concept clues
e. sight vocabulary
f. phonetic analysis
g. structural analysis
2. Teach word recognition skills using varied approaches
B. Comprehension: critical, creative
1. Interpret material read
2. Predict outcomes
3. Listen/read to find main ideas
4. Summarize and organize materials read
C. Designing and constructing learning packages
III. Diagnosing and Remediating

Objectives

A. To develop ability to diagnose and remediate
B. Designing curriculum to fit the assessed needs

Competencies

1. Select and administer appropriate diagnostic instruments
2. Interpret data
3. Develop materials (instructional packages) to remediate
4. Construct informal diagnositc instruments when needed.

IV. Reading in Content Areas
A. To teach skills needed for recognition, pronounciation, and meanings of materials met in content fields and in literature
1. Develop skills of effective skimming, scanning, previewing
2. Organize thoughts of a selection in logical order (outlinging, paragraphing)
3. Promoting naturalness in oral reading
4. Use effectively and efficiently dictionary, thesaurus, encyclopedia as special sources of information
5. Use the library to further growth and apply study skills, i.e., map and globe, charts, graphs, notetaking
6. Develop "sensitivity" to rrot words, inflectional endings, prefixes and suffices (structural analysis)
B. The Gifted and the Reluctant Reader
1. Inditify types of learners

1. Plan program to accommodate identified types

Mathematics Objectives Competencies

Techniques and Managerial Skills

A. Diagnosing and Remediating
   1. Construct, evaluate and administer diagnostic tests (survey, error pattern, pre-requisite)
   2. Construct and administer other diagnostic instruments (clinical interview, sample work)
   3. Demonstrate and describe the use of results of diagnostic information to plan remediation for specific mathematic skills
   4. Demonstrate and describe the use of a variety of materials and procedures in providing remediation of a specific mathematics task

Objectives Competencies

B. Designing and Constructing Curriculum
   1. Construct performance objectives for mathematics tasks
   2. Construct sequences or hierarchies of mathematics behaviors for a curriculum

C. Organizing and Structuring Learning Situations
   1. Construct and demonstrate the use of a variety of learning environments (individual learning centers, small discovery groups, classroom interaction)
   2. Structure the classroom to enable students to demonstrate explanations of mathematics concepts with other students
   3. Structure the classroom for learning mathematics by inquiry
   4. Demonstrate theuse of physical manipulative devices in explaining mathematics concepts

D. Demonstrating Mathematics Competence
   1. Demonstrate competence in mathematics skills including in the curriculum material (arithmetic, algebraic, geometric, probabilistic)
   2. Construct mathematical justifications for the mathematics procedures and concepts included in the curriculum
   3. Construct, evaluate and demonstrate use of physical manipulative devices to justify mathematics procedures and concepts

A. To read, analyze, and report on pertinent data
   1. Use libraries, IMC's, ERIC system, to locate pertinent data in connection with various USDL requirements

B. To use instructional material, centers, information retrieval centers and other sources of information
   1. Make complete notes to provide later basis for written or oral reports

C. To record data in notation forms
   1. Write papers that summarize, criticize, analyze resource books and articles at several levels of sophistication
D. To show research skills in expository writing
   1. Present oral reports based on readings or other research activities
E. To identify and use other sources of information such as conferences, field trips, observations, filmed protocols, etc.
   1. Provide the theoretical and practical essentials for classroom experiements intended to improve students' achievement
F. To initiate small or large classroom experiements, identify research questions and hypotheses, set up and carry through procedures and evaluate the outcomes of these experiments
G. Extend the use of basic research and statistical techniques

INSTRUMENT USED IN ASSESSING

CLASSROOM ENVIRONMENT

M Y C L A S S

NAME_____

AGE_____

DIRECTIONS

This is not a test. The questions are to find out what your class is like. Please answer all the questions.

Each sentence is meant to describe your class. If you agree with the sentence cicle yes. If you don't agree with the sentence, circle no.

EXAMPLE

	Circle	
. Most children in the class are good friends.	Yes	No

f you think that most children in the class are good friends, circle he yes like this:

. Most children in the class are good friends.	Yes	No

f you do not think that most children in the class are good friends, ircle the no like this:

. Most children in the class are good friends.	Yes	No

low turn the page and answer all the questions about your class.

1. The pupils enjoy their schoolwork in my class.	Yes	No
2. Children are always fighting with each other.	Yes	No
3. The same people always do the best work in our class.	Yes	No
4. In our class the work is hard to do.	Yes	No
5. My best friends are in my class.	Yes	No
6. Some of the children in our class are mean.	Yes	No
7. Most pupils are pleased with the class.	Yes	No
8. Children often race to see who can finish first.	Yes	No
9. Many children in the class play together after school.	Yes	No
0. Most children can do their schoolwork without help.	Yes	No
1. Some pupils don't like the class.	Yes	No
2. Most children want their work ti be better than their friend's work.	Yes	No
3. Many children want their work to be better than their friend's work.	Yes	No
4. Only the smart people ca do the work in our class.	Yes	No
5. In my class everybody is my friend.	Yes	No
6. Most of the children in my class enjoy school.	Yes	No
7. Some pupil's don't like other pupil's	Yes	No
8. Some pupil's feel bad when they do not do as well as the others.	Yes	No
9. In my class I like to work with others.	Yes	No
0. In our class all the pupils know how to do their schoolwork.	Yes	No
1. Most children say the class is fun.	Yes	No
2. Some people in my class are not my friends.	Yes	No
3. Children have secrets with other children.	Yes	No
4. Children often find their work hard.	Yes	No
5. Most children don't care who finishes first.	Yes	No
6. Some children don't like other children.	Yes	No

7. Some pupils are not happy in class. Yes No
8. All of the children know each other well. Yes No
9. Only the smart pupils can do their work. Yes No
0. Some pupils always try to do their work better than the others. Yes No
1. Children seem to like the class. Yes No
2. Certain pupils always want to have their own way. Yes No
3. All pupils in my class are close friends. Yes No
4. Many pupils in our class say that school is easy. Yes No
5. In our class some pupils always want to do best. Yes No
6. Some of the pupils don't like the class. Yes No
7. Children in our class fight a lot. Yes No
8. All of the pupils in my class like one another. Yes No
9. Some pupils always do better than the rest of the class. Yes No
0. Schoolwork is hard to do. Yes No
1. Certain pupils don't like what other pupils do. Yes No
2. A few children in my class want to be first all of the time. Yes No
3. The class is fun. Yes No
4. Most of the pupils in my class know how to do their work. Yes No
5. Children in our class like each other as friends. Yes No